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1904/05

Nineteenth Catalogue of the International Young Men's Christian Association Training School

Springfield, Mass.

1903-1904

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Announcements 1904-1905

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SENIOR CLASS, 1904.

NINETEENTH ANNUAL CATALOGUE OF THE INTERNATIONAL YOUNG MEN'S CHRISTIAN ASSOCIATION TRAINING SCHOOL

SPRINGFIELD, MASS.

Founded in 1885.

1903-1904

With Announcements for 1904-1905

April, 1904

Calendar

Regular meetings of the Trustees on the third Wednesdays of September and March, and on the third Friday in June.

Annual meeting of the Corporation on the third Friday in June.

School financial year, September 1 to August 31.

1904

January 5—Tuesday, ... Beginning of Winter Term.
March 18—Friday, ... End of Winter Term.
March 14-20, ... Senior trip to New York.
March 23-25—Wednesday-Friday, . . New England Secretaries' Conference (at the Dormitory Building).
March 30—Wednesday, . . . Beginning of Spring Term.
June 17—Friday, ... Commencement Exercises.
September 21—Wednesday, . . . Beginning of Fall Term.
December 16—Friday, ... End of Fall Term.

1905

January 3—Tuesday, ... Beginning of Winter Term.
March 17—Friday, ... End of Winter Term.
March 29—Wednesday, . . . Beginning of Spring Term.
June 16—Friday, ... Commencement Exercises.

For general information concerning the School, or for admission to the Secretarial Course, apply to President L. L. Doggett.

Persons desiring information concerning, or admission as students to, the Physical Course, are invited to correspond with Dr. James H. McCurdy.

Corporators and Trustees

The names of the Trustees are italicized.

Australia, N. S. W., Sidney, David Walker.
" Victoria, Melbourne, H. A. Wilcox.
France, Paris, E. Buscarlet.
Germany, Berlin, Count Andreas Bernstorff.
England, London, M. H. Hodder.
" " W. H. Mills.
" " J. H. Putterill.
Scotland, Edinburgh, R. H. Smith.
" Glasgow, W. M. Oatts.
Hawaii, Honolulu, Hon. Henry Waterhouse.
India, Calcutta, T. D. Patton.
South Africa, Adams, Natal, George B. Cowles.
Sweden, Stockholm, Baron Edward Barnekow.
Switzerland, Geneva, Rev. Gustave Tophel.
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" " C. M. Copeland.
" " *Robert Kilgour.*
Quebec, Montreal, *D. A. Budge.*
" " D. W. Ross.
" " F. W. Kelley.
Alabama, Birmingham, James Bowron.
" " Joseph Hardie.
California, Pasadena, Arthur G. Merriam.
" San Francisco, H. J. McCoy.
Colorado, Denver, Donald Fletcher
Connecticut, Hartford, T. A. Hildreth.
" " Noel H. Jacks.
" " *Henry Roberts.*
" New Britain, *F. G. Platt.*
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" " H. L. Smith.
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Florida, Winter Park, O. C. Morse.
Georgia, Atlanta, W. Woods White.
Illinois, Chicago, I. E. Brown
" " A. A. Stagg.
" " Robert Weidensall.
Iowa, Des Moines, W. A. Magee.
" " E. D. Sampson.
Kansas, Lawrence, James Naismith.
" Topeka, R. B. Gemmell.
Kentucky, Louisville, J. L. Wheat.
Louisiana, New Orleans, W. B. Abbott.
Maryland, Baltimore, W. H. Morriss.
" Hagerstown, R. S. Crawford.
Massachusetts, Boston, *R. M. Armstrong.*
" " *Charles A. Hopkins.*
" " *G. W. Mehaffey.*
" " *H. M. Moore.*
" Campello, *Preston B. Keith.*
" Chicopee, James L. Pease.
" Fitchburg, Frederick Fosdick.
" Holyoke, C. W. Rider.
" Lynn, *J. N. Smith.*
" " Henry P. Emerson.
" Malden, *George E. Day.*
" Nantucket, E. A. Lawrence.
" Salem, *Christian Lantz.*
" Newton, Fred W. Atkinson.
" Springfield, *Dr. W. F. Andrews.*
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" " *Charles H. Barrows.*
" " *H. H. Bowman.*
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" " E. H. Cutler.
" " *L. L. Doggett.*
" " *J. L. Johnson.*
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" " W. D. Murray.
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" " Erskine Uhl.
" " George A. Warburton.
" " A. J. D. Wedemeyer.
" Troy, H. S. Ludlow.
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Ohio, Cleveland, F. M. Barton.
" " A. D. Hatfield.
" " G. K. Shurtleff.
" Dayton, G. N. Bierce.
Pennsylvania, Erie, C. W. Davenport.
" Philadelphia, Thos. DeWitt Cuyler
" Pittsburg, Benjamin Thaw.
" Scranton, C. H. Zehnder.
Rhode Island, Providence, W. E. Colley.
Tennessee, Chattanooga, J. B. Milligan.
" Knoxville, James H. Cowan.
Texas, Dallas, A. F. Hardie.
Vermont, Burlington, W. J. Van Patten.
" Montpelier, A. J. Howe.
Virginia, Richmond, Joseph Bryan.
" " L. A. Coulter.
Washington, Seattle, E. C. Kilbourne.

Officers and Committees

1903-1904

President

L. L. DOGGETT, Ph. D. . . . . Springfield, Mass.

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J. W. COOK . . . . . New York City.
R. C. MORSE . . . . . New York City.
GEO. L. MEYLAN . . . . . New York City.

Sub-Committee on Physical Course

T. M. BALLIET . . . . . Springfield, Mass.
R. C. MORSE . . . . . New York City.
GEO. L. MEYLAN . . . . . New York City.

Members of the Faculty

L. L. Doggett, Ph. D., President; *History and Literature of the Young Men's Christian Association, Methods of Religious Work,* 60 Northampton Avenue.

A. B., Oberlin College, 1886; assistant state secretary Ohio Young Men's Christian Associations, 1888; student Union Seminary, 1889; B. D., Oberlin Theological Seminary, 1890; A. M., Oberlin College, 1890; general secretary town Young Men's Christian Association, Oberlin, 1890; assistant state secretary Ohio Young Men's Christian Associations, 1890-93; Ph. D., Leipsic University, 1895; state secretary Ohio Young Men's Christian Associations, 1895-6; president International Young Men's Christian Association Training School, Springfield, Mass., 1896—; author "History of the Young Men's Christian Association" Vol. I., 1896; "History of the Boston Young Men's Christian Association," 1901; "Life of Robert R. McBurney," 1902.

J. T. Bowne; *Librarian and Instructor in Association Methods,* 121 Northampton Avenue.

In business, 1863-77; secretary Young Men's Christian Association, Hudson, N. Y., 1877-78; assistant secretary Brooklyn Association, 1878-80; secretary Newburgh, N. Y., Association, 1880-83; in charge of Secretarial Bureau of International Committee, New York City, 1883-85; instructor and librarian Training School, Springfield, Mass., 1885—; founder Historical Library of the American Young Men's Christian Associations, 1877; founder of the Secretaries Insurance Alliance, 1889; joint editor of "Association Handbook," 1887-92; author "Decimal Classification for Association Publications," 1891; joint author "Decimal Classification for Physical Training," 1901.

F. N. Seerley, B. Ph., M. D.; *Anatomy, Psychology, and Personal Work* . . . . . 180 Westford Avenue.

General secretary Young Men's Christian Association, Iowa City, Iowa, 1882-85; general secretary Davenport, Iowa, Association, 1886-87; general secretary Oshkosh, Wis., Association, 1888-89; student Training School, Springfield, Mass., 1889-90; instructor Training School, 1890—; M. D., State University, Vermont, 1891; B. Ph., State University, Iowa, 1896; student Clark University Summer School three years; physical examiner and medical adviser Mount Hermon School, 1894—; physical examiner Wilbraham Academy, 1896—; physical examiner Monson Academy, 1902—; member Springfield Board of Education, 1896—; editor *Association Seminar*, 1901—.

H. M. Burr, B. A., B. D.; *Christian History and Sociology,* 250 Alden Street.

B. A., Amherst College, 1885; B. D., Hartford Theological Seminary, 1888; assistant pastor of First Church, Lowell, Mass., 1899; pastor Park Church, Springfield, Mass., 1890-92; instructor in Training School, 1892—; post-graduate work in sociology, economics, and psychology at Columbia University, 1897.

J. H. McCurdy, M. D.; *Physiology, Physiology of Exercise, Gymnastics and Athletics* . . . . . 308 Eastern Avenue.

Assistant secretary, Bangor, Me., 1887; physical director, Auburn, Me., 1888; student Training School, 1889-90; athletic and aquatic director New York City Association, 1891-94; M. D., New York University, 1893; physical and medical director Twenty-third Street Branch Association, 1893-95; instructor Training School, 1895—; graduate student in physiology of exercise, Harvard Medical School, 1896 and 1900; lecturer on physiology of exercise and on bibliographical methods in physical training, Harvard Summer School, 1903; joint author "Decimal Classification for Physical Training," 1901; member of the American Society for Research in Physical Education, and of the Physical Directors' Society of the Young Men's Christian Association of North America.

W. G. Ballantine, D. D., LL. D.; *The Bible* 321 St. James Avenue.

A. B., Marietta College, 1868; A. M., 1874; graduate Union Theological Seminary, New York, 1872; student University of Leipsic, 1872-73; D. D., Marietta College, 1885; LL. D., Western Reserve University, 1891; assistant engineer American Palestine Exploring Expedition, 1873; professor of chemistry and natural

science, Ripon College, 1874-76; assistant professor of Greek, Indiana University, 1876-78; professor of Greek and Hebrew, Oberlin Theological Seminary, 1878-81; professor of Old Testament language and literature, 1881-91; president Oberlin College, 1891-96; instructor Training School, 1897—; author of "Inductive Logic" and "Inductive Bible Studies," published by the International Committee Young Men's Christian Associations.

WM. W. HASTINGS, PH. D.; *Anthropometry, History and Philosophy of Physical Training* . . . . . 1086 State Street.

A. B., Maryville College, 1886; secretary Young Men's Christian Association, Maryville, Tenn., 1887-88; graduate Union Theological Seminary, 1891; graduate student New York University, 1889-91; assistant secretary Student Volunteer Movement for Foreign Missions, 1890-91; graduate student Union Theological Seminary and Columbia University, 1891-92; first assistant secretary Twenty-third Street Branch Association, New York City, 1892; representative International Committee of Young Men's Christian Associations, Mexico, 1892; A. M., Maryville College, 1893; A. M., Haverford College, 1894; master Haverford College Grammar School, 1894-95; Ph. D., Haverford College, 1896; graduate Training School, 1897; adjunct professor of physiology and hygiene, and head of the department of physical training, University of Nebraska, 1897-1900; instructor Training School, 1901—; author of "Manual for Physical Measurements"; "A Series of Anthropometric Tables for All Ages"; "Card System of Physical Examinations."

F. I. ELDRIDGE; *Financial Secretary* . . . 180 Westford Avenue.

Other Instructors

MRS. CAROLYN D. DOGGETT, M. A. . . . 60 Northampton Avenue.
English Literature

ELMER BERRY, B. S. '02 . . . . . Dormitory Building.
Physics, Chemistry, Gymnastics

W. W. NIGH, B. S. '06 . . . . . Dormitory Building.
Rhetoric

F. A. HENCKEL, '04 . . . . . Dormitory Building.
Student Assistant Gymnastics, Athletics

J. H. GRAY, '04 . . . . . Dormitory Building.
Student Assistant Gymnastics, Athletics

A. E. METZDORF, '05 . . . . . Dormitory Building.
Student Assistant Gymnastics, Athletics

F. F. BUGBEE, FELLOW '04 . . . . . Dormitory Building.
Student Assistant Gymnastics, Athletics

J. H. SCOTT, '04 . . . . . Dormitory Building.
Student Assistant Gymnastics, Athletics

W. H. BALL, '91, D. W. POLLARD, '02 . . . Springfield, Mass.
Alumni Coaches

F. H. FOSTER, '94 . . . . . Springfield, Mass.
Official Referee

J. F. SIMONS, '00 . . . . . 180 Westford Avenue.
Assistant Librarian

Special Lecturers and Secretarial Visitors, 1903-1904

Fred S. Goodman, Secretary International Committee, New York City.
The Organization of Religious Work

Dr. Luther Halsey Gulick, Director of Physical Training in Public Schools . . . . . New York City.
Physical Training in a Great City

Fred B. Smith, Secretary International Committee, New York City.
Religious Meetings

Dr. George L. Meylan, Director of Physical Training, Columbia University . . . . . New York City.
The College Physical Directorship

C. C. Michener, Secretary International Committee, New York City.
Personal Work

Dr. D. A. Sargent, Director of Physical Training, Harvard University, Cambridge, Mass.
Review of Physical Training During the Past Twenty-five Years.

Richard C. Morse, Secretary International Committee, New York City.
Association Polity

Dr. George J. Fisher, Director of Physical Training, Central Branch, Brooklyn, N. Y.
The Young Men's Christian Association Physical Directorship

C. K. Ober, Secretary International Committee . New York City.
Foreign Work

William Orr, Jr., Principal High School . . Springfield, Mass.
Physical Training in the Public High Schools

L. Wilbur Messer, General Secretary . . . . Chicago Ill.
Religious Education

Rev. William Byron Forbush, President Boys' Alliance, Charlestown, Mass.
The Religious Education of Boys

J. W. Cook, State Secretary . . . . . New York City.
Social Work

George B. Hodge, Secretary International Committee, New York City.
Educational Work

Students

Graduate

Ball, William Henry	P	Springfield, Mass.
Bugbee, Frederick Fay	P	Monson, Mass.

Two Graduates

Senior Class (1904)

Abbott, Samuel Edson	P	Auburn, N. Y.
Barrier, Emile August	P	Cambridge, Mass.
Bonnamaux, Charles (B. A., B. S.)	P	Paris, France.
Cunningham, Charles F. W.	S	Rochester, N. Y.
Currier, William Gideon	S	Brooklyn, N. Y.
Elliott, Edward Scott	P	Boston, Mass.
Flanagan, T. Joseph	S	Rome, N. Y.
Gray, John Henry	P	East Orange, N. J.
Hamlin, Robert Pearson	S	Springfield, Mass.
Hayes, Floyd Tomkins	S	Albany, N. Y.
Henckel, Frederick August	P	Albany, N. Y.
Holmes, Percy Kendall	P	Yarmouth, N. S.
Laudenslager, Irvin A.	S	Valley View, Pa.
Lewis, William Everett	S	Syracuse, N. Y.
Maier, Augustus	P	Brooklyn, N. Y.
Moraller, Erich Ludwig	S	Plainfield, N. J.
Moule, Herbert	S	London, Ont.
Pinneo, George M.	P	Hastings, Neb.
Randel, Noble Phillips	P	Oneida, N. Y.
Rath, James Arthur	S	Madras, India.
Rea, Charles Taylor	S	Canton, Ohio.
Russell, Howard W.	S	Baltimore, Md.
Samson, Paul B. (M. Di.)	P	Cedar Falls, Iowa.
Scott, John Henry	P	Bridgeport, Conn.
Seifert, Henry	S	New York City.
Seymour, Roy F.	P	Syracuse, N. Y.
Smith, S. Leroy (B. S.)	S	South Hadley, Mass.
Stafford, James Walker	S	Hamilton, Ont.
Thompson, Elmer Edwin	S	Boston, Mass.
Wilber, Frank Blair	P	Scranton, Pa.

Thirty Seniors

Middle Class (1905)

Botsford, Charles Selwyn	P	Manchester Center, Vt.
Burckhalter, Thomas W.	P	Mesa, Colo.
Caskey, George Martin	S	Lynn, Mass.
Cousins, Wilfred Seymour	S	Canso, N. S.
Davis, William Cole	P	Rockbridge Baths, Va.
Dawson, Arthur Bloomfield	P	Montreal, Que.
Doyle, Burton	P	Cleveland, Ohio.
Draper, Dexter Wright	P	South Boston, Mass.
Foster, Charles R.	S	Newark, N. J.
Gilman, George Bertram	S	Swampscott, Mass.
Hill, Frederick Calvin	P	Bridgeport, Conn.
Lowman, Guy Sumner (B. Di.)	P	Griswold, Iowa.
Macpherson, William	P	Portland, Me.
Marquardt, Albert	S	Mount Hermon, Mass.
Martin, Oscar	P	Dorchester, Mass.
Maxwell, George Stewart	P	Bear River, N. S.
Metzdorf, August E.	P	Cleveland, Ohio.
Nigh, Wilbur Wilson (B. S.)	S	No. Baltimore, Ohio.
Pest, Bohumil T.	P	Cleveland, Ohio.
Ricketts, Warren J.	P	Kane, Pa.
Robertson, Edward John	P	Fall River, Mass.
Roy, John	S	Montreal, Que.
Steiner, Joseph A.	S	Milwaukee, Wis.
*Young, Chas. Van Patten (B. A.)	P	Williamsport, Pa.
Zipp, Charles A., Jr.	P	Hartford, Conn.

Twenty-five Middlers

Junior Class (1906)

Beckett, William H. J.	S	Baltimore, Md.
Chattleton, Elbert Russell	P	Waterbury, Conn.
Cobb, Walter Frank	P	Attleboro, Mass.
Cundiff, Lawrence Bayard	P	Brattleboro, Vt.
Day, Louis Everett	S	Hartford, Conn.
Goldsmith, Albert Lyman	P	Hartford, Conn.
Giles, W. Arthur	S	Yoakum, Tex.
Goodwin, Carl Henry	P	Colon, Mich.
Gray, Frank Justus	P	Rome, N. Y.
Haynes, William Melvin	P	Nashua, N. H.
Hawkes, Walter Lemuel	S	Portland, Me.
Knapp, William Howard	P	Attleboro, Mass.
Lawson, John Herric	P	Troy, N. H.
*Long, Winfield Harry	P	Newport News, Va.
Marks, Oscar Victor	S	Clifton Forge, Va.

*Marsh, Clifford Wanzer	S	Bridgeport, Conn.
Mason, Appleton Adams	P	Waverly, Mass.
Morong, Wells Francais	S	Portland, Me.
O'Brien, John Francis	S	Dublin, Ireland.
Peckham, George Popple	P	Newport, R. I.
Pereira, Antonio R. S.	S	Rio Janeiro, Brazil.
Platt, Frederic Gamwell	P	Pittsfield, Mass.
*Powell, Harold Grinnell	P	Hopewell, N. J.
Prettyman, Albert Ira	P	Baltimore, Md.
Schneider, Roy Florence	P	Watertown, N. Y.
Seller, Joseph Tennyson	S	Guysboro, N. S.
Seybolt, Francis Emmet	S	Matamoras, Pa.
Smith, Frank Drake	P	Brooklyn, N. Y.
Smith, Herbert Stanley	S	Anagance, N. B.
Stanley, Francis Allen	S	South Brewer, Me.
Steigerwald, August	P	Brooklyn, N. Y.
*Stetson, Clarence Wilson	S	Woburn, Mass.
Storey, John William	S	Dublin, Ireland.
Thompson, Harry James	S	Paterson, N. J.
Tucker, Raymond D.	S	Columbia, Conn.
*Weidman, Harry P.	P	Oneonta, N. Y.
*Wilson, Benjamin Van Lew	P	Lynn, Mass.

Thirty-seven Juniors

S Secretarial Course.
P Physical Course.
* Partial Course.

Object

The Training School equips young men for the offices of General Secretary, Physical Director, Educational Director and Director of Boys' Work in the Young Men's Christian Association. It prepares Christian young men for the physical directorship in schools, academies, colleges, and public playgrounds. Young men are also admitted who desire to fit themselves for Christian work among boys in boys' clubs and other organizations.

Policy

There are two conceptions of a technical school. One, that the instructors shall be men who, though devoting their chief energy to the work of their profession, are willing to take part of their time to meet students and direct their study. This method of imparting instruction was formerly almost universal. It has been as generally abandoned. In the trades, it was called the apprentice system. Young men were bound out to master workmen of varying degrees of ability, who taught them simply to do as their fathers had done. This has been succeeded in Europe, and more recently in America, by the trades schools and industrial institutes, which not only teach better, but are constantly leading in improved methods of work. In the professions the development has been almost parallel. Formerly a student of law, medicine, or divinity was placed under the charge of a member of the profession he was seeking to enter. The lawyer directed the reading of the law student, took him to court, and otherwise guided his work. But this method of professional preparation has been abandoned in Europe, and is fast passing here. It has been found that preparation for a life work is of such vital moment that it cannot be left to the casual hours of men who give their chief thought and energy elsewhere.

But more important than this, the most successful schools are those which devote the greatest care to fundamental studies and principles, and only give actual work sufficient to illustrate these principles and secure the necessary skill. A man will have opportunity to gain experience all his life, but he is not likely to master

Training School Boat House and Massasoit Lake

the principles of his calling after entering upon it. Actual experience gives precedents, rather than guiding principles. This higher conception of a technical institution is an historical development.

The Training School is built upon such a conception, and its history has already shown the wisdom of this policy. The leadership of the School in physical training and in work among boys, and its contributions to Association literature and methods, have given it a prominent place. In its early days, the trustees were compelled to employ men who gave only part of their time to teaching. It has greatly increased the efficiency of the School to have a faculty of specialists who devote their whole endeavor to its interests. Much of the original investigation done at the School appears in its publication, "The Association Seminar."

The technical and professional schools to-day aim, also, both to train men and to advance the particular calling of which they are a part. The Training School has always recognized its obligations to further the interests of the Young Men's Christian Associations by an original study of the problems presented by work among young men and boys. This is a rich field for research and investigation. There is scarcely one of the technical courses of the curriculum but has been largely produced by the instructor.

Historical Sketch

The rapid extension of the Association movement between 1870 and 1880, the erection of large buildings, and the marked increase in the size of individual Associations created a demand for trained men as officers. Assistant secretaryships, conferences, and general conventions were the first means of training. Afterwards candidates were sent to various secretaries for personal training. About 1879, arrangements were made by the International Committee and the state committee of Pennsylvania, to have candidates for the secretaryship visit the Association at Harrisburg, Pa., for a period of from two to four weeks, that they might gain some practical acquaintance with methods of work. Twenty-six men visited this Association during the next three years. In June, 1880, Newburgh, N. Y., was made a training station, where Mr. J. T. Bowne was secretary. Sixty-

The Orchestra

eight men visited this Association. During this period Poughkeepsie and Yonkers, N. Y., and Peoria, Ill., were also added to the list of training stations. In addition to the growing demand for men there was a corresponding advance in requirements.

It was in response to such appeals that this institution was founded by Rev. David Allen Reed, in Springfield, Mass., in 1885, in connection with the School for Christian Workers. Mr. J. T. Bowne, then one of the secretaries of the International Committee, was called to take charge of the secretarial department. In 1886 the department for physical training was established under the direction of Dr. Luther Gulick. This department has prepared a large proportion of the physical directors now in Association work. In 1890, as the result of a demand from the Associations, the Training School was separately incorporated as the International Young Men's Christian Association Training School. The following year a desirable property, consisting of thirty acres of ground, bordering on Massasoit Lake, was purchased, and after an heroic effort funds were secured for a model gymnasium and athletic field. The pressing need of a dormitory and recitation hall was met by the erection, in 1895, of the present attractive headquarters of the institution. The School has a property valued at $125,000.

With this external development there has been a less public but even more important internal evolution. A carefully shaped curriculum, extending over a three years' course, and a competent faculty of specialists is the result.

Course of Study

The course of study as at first arranged covered two years. During 1895 this was extended to cover three years. This course aims to accomplish two things: First, to equip every student who comes to the School to be a leader in religious work for boys or young men; second, to give him a technical knowledge of the work he expects to undertake in the Young Men's Christian Association.

The institution stands for the most thorough specialization accompanied with a generous liberal training. It would fit the student for something definite, and at the same time give him some

view of the broader fields of human culture. It seeks both culture and power. In planning for the special studies for the various offices of the Young Men's Christian Association, the trustees have held the conviction that the aim of the institution should be to inculcate general principles rather than precedents or rules; for example, the School aims to make men masters of the contents of the Scriptures rather than to give two or three courses which

Dormitory Building.

might be reproduced in an Association. It aims to make men who can produce their own Bible courses.

It is remarkable in the technical courses how far the curriculum has gone beyond simply the study of methods, which was at first contemplated. Methods have not only held their place, but cover a far larger sphere than at first. The course has also advanced to study principles as already described, and in recent years has undertaken a scientific study of boys and young men—their habits, aptitudes, temptations, economic standing and religious life. In sociology extended studies have been made among the young men and boys of Springfield regarding their economic and religious life.

Since its inception, this institution has stood for what might be called the modern humanities. It has recognized the threefold nature of man—body, mind and spirit. This conception furnishes a philosophy for its curriculum. It is a guiding principle which gives unity and symmetry to its work. The four liberal studies pursued are history, social economics, English, and the study of the human mind.

Gymnasium Building.

The Training School has also stood for a high type of manliness in athletics. It has been an earnest advocate of clean sport and gentlemanliness on the athletic field and on the gymnasium floor.

College Men

The Training School offers a two years' course of study to college graduates in the secretarial and physical courses. The Association offers an inviting career for men with a college education, and in schools and colleges there is an increasing demand for well equipped physical directors. The impression has prevailed among

GLEE CLUB.

some that a college education without additional training is adequate for success in the general secretaryship, or the physical directorship. This is not justified by experience. During the five years, 1896-1900, two hundred and twenty-one college graduates entered the service of the Young Men's Christian Association as secretaries or physical directors, or in other positions. By January 1, 1903, sixty-six per cent, or all but seventy-five of these men had dropped out of Association service. Of these two hundred and twenty-one, one hundred and ten entered the work as general secretaries or assistant secretaries. On the first of Jan-

Histological Laboratory.

uary, 1903, only twenty-six per cent, or twenty-nine, remained in these positions. In other words, less than one-third of the college graduates who entered city Association service during these five years are now engaged in the work. On the other hand, seventy-three per cent of the graduates of the secretarial course at the Training School during these years, 1896-1900, are now engaged as general secretaries or assistant secretaries. It is important that in addition to the training in college, a man should have a thorough training in methods of Association work, in the study of the Bible, and in the history and literature of the Association. He should also make a systematic study of the physical, mental, social, and religious characteristics of boys and

young men. He should be trained as a religious leader, and should become a specialist in the great questions regarding young men and boys.

Physical training offers to the college man the advantages of a comparatively new profession. The increase in the number of positions in Associations, preparatory schools, and colleges, during the last fifteen years has been about six hundred. This does not include any of those in the city schools. The Associations, schools, and colleges are searching for men of moral earnestness and Christian character, who have the necessary technical knowl-

Springfield Building.

edge and executive ability. The present demand far exceeds the supply.

The need of technical training is clearly shown by the fact that only nineteen per cent of the non-trained men, or those who enter through an apprenticeship, succeed. Of the college graduates entering the physical directorship without technical preparation, about twenty-three per cent succeed, while eighty-six per cent of the Training School graduates are successful.

Buildings and Grounds

The institution has been provided with a property admirably adapted to its purpose located on the shores of Massasoit Lake. Its grounds, fifteen minutes' ride from the Springfield Association,

covers thirty acres of land, which together with the buildings is valued at $125,000.

DORMITORY

The dormitory building, which at present is used also for recitations, library, and offices, is an attractive four-story brick structure, overlooking the lake. The first floor contains the lecture hall, the parlor, known as the "Jubilee Room," the reading room, library and offices.

The three upper floors contain two class rooms and sleeping

HOLYOKE BUILDING.

rooms for sixty-eight students. Each floor is provided with lavatories and baths. In the basement there is provision for chemical, physical and anatomical laboratories, a bicycle room and store room, beside the furnace and engine rooms.

GYMNASIUM

The Training School possesses a model gymnasium, given by four of its friends, Colonel Charles A. Hopkins, Preston B. Keith, Benjamin Thaw, and the late Roland P. Hazard. The gymnasium floor is forty-eight by seventy-four feet, free from posts, having the usual apparatus, and in addition, Swedish boms, hand-ball court, class climbing ropes, seven needle baths with hot and cold water, lockers eighteen by eighteen by forty-eight inches with

combination locks. It also contains two class rooms, examining rooms, and the physiological laboratory.

ATHLETIC GROUNDS

Adjoining the gymnasium, six acres have been set apart for athletic purposes. This has been equipped with a ball field, quarter-mile running and bicycle track, and tennis courts. As the number of students increased, it has been necessary to use the grounds on the north side of Alden Street, covering fourteen acres, for athletic purposes. Foot ball and base ball teams are trained on these grounds, and they are used for other athletic work as well. The athletic field near the gymnasium is flooded during the winter for skating and ice hockey.

BOAT HOUSE

Through the efforts of the students and the generous gift of Mr. Frank Beebe, of Holyoke, a boat house was erected, in the fall of 1901, on the borders of Massasoit Lake. This boat house is equipped with a fine fleet of boats. Massasoit Lake, which is two miles in length, furnishes an admirable opportunity for training in aquatics. The aquatic sports carried on by the students during Commencement week are a very much appreciated feature.

Laboratories

The School possesses three laboratories: the oldest, a laboratory for the study of physics and chemistry, gives special attention to the study of the chemistry of digestion and the mechanics of the body. Recently two laboratories have been established in the physical course; the physiological laboratory, for the study of the physiology of exercise, is equipped with ergographs, sphygmographs, sphygnomanometers, pneumographs, etc. Some progress has been made in the study of blood pressure and the effects of fatigue. The laboratory for histology is equipped with microscopes and a solar projection apparatus, which enables the entire class to do work in common.

Libraries

The library has become one of the most important features of the life of the School. No other department of the institution has increased more rapidly during the past five years. More than 6,000 volumes are contained in the School library and upwards of 20,000 pamphlets and magazines bearing upon the subjects taught in the institution.

Field Hockey.

The School is the custodian of the Historical Library of the American Young Men's Christian Associations, which is the largest collection in existence of books, pamphlets, and manuscripts bearing especially upon work for young men and boys. It contains some 40,000 publications. This furnishes to both students and faculty sources for extended original study of work for young men and boys.

The institution also possesses the Gulick Collection of works on physical training, which is being added to from year to year. This is one of the choicest collections on physical training in

English, and furnishes opportunity for original work on the part of the students. The reference library is open to the students at all times, and the lending section from 9 A. M. to 6 P. M. The reading room, always open, has on file six dailies, eighteen weeklies, sixty-five monthlies, and nine quarterlies.

The Charles Stewart Anderson Memorial Library and Publication Fund: This *self-perpetuating* endowment of $125, given by Charles A. Anderson, of New York City, is invested in text books used by students in the courses in anthropometry. The sale of these books is in the hands of the librarian of the Training School. They were purchased at the publishers' lowest discount, and the proceeds of their sale is to be devoted to the purchase of literature on anthropometry for the library, and to the publication of valuable monographs on this subject. The disposal of the earnings of this fund is in the hands of a joint committee, consisting of the librarian and the instructor in anthropometry.

The Springfield Public Library of 135,000 volumes, one of the great circulating libraries of the country, is at the service of the students without expense.

Location

The School is located in the Connecticut Valley in one of the most beautiful American cities, in close touch with some of the leading educational institutions of the new world.

In no part of the world are there so many highly developed Young Men's Christian Associations as in the eastern section of the United States. The proximity of New York City with its varied work for young men, international, state, and local, furnishes an opportunity to see all forms of Association work in operation. The annual tour by the Senior class, the frequent visits of Association leaders, attendance upon conventions and conferences, bring the student during the three years of his course into vital touch with the most aggressive phases of the Association movement. The New England Secretaries' Conference meets biennially at the Training School, and opportunities occur each year for attending conventions. Through the Massachusetts state committee, the students are frequently invited to take part in deputation days. The churches of Springfield gladly

welcome the services of the students in Bible teaching, and in various forms of Christian work.

The summer conferences at Northfield are within easy reach to students. The Training School stands for the most thorough practical as well as theoretical training. The opportunities for participating in the various phases of work for young men and boys are abundant. Springfield is a city of 65,000 inhabitants, and is well equipped "Associationally." The Central Building, at State and Dwight Streets, is the $135,000 home of the Central Branch. This has 1,200 members and furnishes abundant opportunity to study a modern plant doing a widely extended work along all lines for the city young man. The boys' department has 320 members. The Sunday afternoon meetings for men and boys command large audiences. Shop Bible classes are in successful operation. Educational work and Bible study departments are also well sustained. The Springfield Railroad Branch, the second oldest in New England, occupies a fine suite of rooms equipped with parlors, reading rooms, social rooms, bathing facilities and dormitory. A new building, costing $15,000, will shortly be opened. Here a thoroughly aggressive work for the 1,000 men employed on the three railroads centering in Springfield is maintained. At the Round House in Merrick, on the West side of the Connecticut river, is the third branch of the Springfield Association. This is the oldest railroad work in New England, and conducts its work in the midst of the homes of railway employees, of whom there are more than 1,000 living adjacent to the present limited quarters. Committees of management administer the details of each branch, while the Board of Directors determine the general policy of the work, provide for the financial needs, and look after property interests. The total membership of branches, auxiliaries, sustaining members, etc., exceeds 2,200. At the Training School a Student Association has been organized as a branch of the Springfield Association. An extensive work is carried on among boys by the students. During the past year an aggressive college Association in the French-American College has been affiliated.

The Holyoke Association has one of the finest buildings and gymnasiums in Western Massachusetts, and has a membership of nearly 800. Large educational and Bible study work is maintained, and Sunday meetings are now run on a strictly evangelistic basis and are successful. The boys' department maintains a

FOOT BALL TEAM, 1903.

secretary, the most modern methods being employed. Seventy-five men serve on committees. Aggressive work is being conducted for men in the mills and factories.

The Westfield Association was founded in 1888 and incorporated in 1891. The present membership is 207. A largely improved work is being done, because of the addition recently of a finely equipped gymnasium and bowling alleys.

Religious Life

The students and faculty, through prayer meetings, chapel exercises, and the study of the Bible, strive to maintain an earnest, religious life in the institution. The week of prayer for young men in November, and the day of prayer for colleges, are observed. Speakers of special power in inspiring students are invited from time to time to visit the School. There is a spirit of mutual helpfulness and brotherliness among the young men which is a means of real religious training.

The Association Seminar

This publication aims to give an independent, up-to-date, scientific treatment of the problems of young manhood—spiritual, social, intellectual and physical. It publishes the original work which is being done by faculty and students. Problems of interest and importance in the Association are considered from the educational standpoint—such contributions regarding Association events, outlook, policy, and problems as would naturally come from an educational center. The Seminar also contains Training School notes. It records what is going on at the institution and among the alumni, and aims to keep all those who are interested in touch with the School.

The subscription price is $1.00. The editor in chief is Dr. F. N. Seerley, who is assisted by other members of the faculty. The business manager is Miss Isabel A. Richardson.

SECRETARIAL COURSE.

JUNIOR	FALL	Training Class 1	Christian History 5	Physiol'gy 5	English 5	English Literature 3	Gymnas'm Field 10
	WINTER	"	"	"	"	"	"
	SPRING	"	"	"	"	"	"
MIDDLE	FALL	"	Old Test. 5	Adv. Eng. 2 Associat'n History 3	Psychol'gy 5	Ethics 5	"
	WINTER	"	"	"	"	Phil. of Education	"
	SPRING	"	"	"	"	"	"
SENIOR	FALL	"	New Test. 5	Economics 5	Ass'n Methods 4	Seminar	Field W'rk in Sociology 1
	WINTER	"	"	Sociology 5	"	"	"
	SPRING	"	"	"	"	"	Physical Departm't Methods 5

PHYSICAL COURSE.

JUNIOR	FALL	Training Class 1	Christian History 5	Chemistry and Physics 4	Anatomy 5	English 5	Gymnas'm Field 10
	WINTER	"	"	"	"	"	"
	SPRING	"	"	"	"	"	"
MIDDLE	FALL	"	Ass'n Hist. 3 P. Tr. Hist. 2	Old Test. 5	Psychol'gy 5	Physiol'gy and Hygiene 5	"
	WINTER	"	"	"	"	"	"
	SPRING	"	"	"	"	Physiol'gy	"
SENIOR	FALL	"	Ph. Exam. Ant'r'p'y. Ph. Diag. 5	Phy. of Ex. 5 New Test. 5	Phil. of Ph. Training 2 Lectures 6 Research	Seminar Ph. Train'g Theses	"
	WINTER	"	Anthro-pometry 5	New Test. 5	"	"	"
	SPRING	"	Pres. of Ex. Massage. 5	"	Ph. Dept. Methods 5	"	"

The Curriculum

The curriculum falls into two divisions: I. The General Course, embracing studies which underlie the work of an Association officer, and which are pursued by all students. This course aims to study principles, and also to study the habits, characteristics, and lives of young men and boys. II. The Technical Courses, which give the knowledge and training for the particular department of work which the student expects to enter. These courses prepare for the general secretaryship, the physical directorship of Young Men's Christian Associations and schools, the educational directorship, and the boys' secretaryship.

I. General Course

FACULTY

L. L. DOGGETT, President; *History and Literature of the Young Men's Christian Association.*
F. N. SEERLEY; *Psychology, and Personal Work.*
H. M. BURR; *Christian History.*
W. G. BALLANTINE; *The Bible.*
W. W. NIGH; *English.*

The general course, which forms the foundation of the curriculum, seeks to fit students to be leaders in spiritual work. It seeks to train each student to lead young men to Jesus Christ, and to teach the Bible. It aims to acquaint him with the Young Men's Christian Association and its field. It also seeks to broaden his intellectual horizon, to promote mental discipline, and to familiarize him with the problems which a leader in Christian work will meet in practical life. It falls into eight divisions: 1. Biblical Course. 2. Historical Course. 3. Psychology. 4. The Principles of Religious Education. 5. The Problems of a Twentieth Century City. 6. Course in English. 7. Conventions and Lectures. 8. Graduate Course. All students in the Junior and Middle years take the course in the gymnasium and on the field, described on pages 48 and 50. All students also take the course in physical department methods, described on page 55.

1. Biblical Course

(1) *The Bible.* (Dr. Ballantine, Middle and Senior years, five hours per week.) An essential of spiritual leadership is a knowledge of the Scriptures. This is fundamental in the preparation for any position in the Association. It is the aim of the institution that every student who enters its ranks shall gain a knowledge of the Bible, and it is believed that the

course here offered will prove attractive, not only to men who are preparing, but to men already in the service who may desire a course of special Bible study. Two years are devoted to a study of the text, one being given to the Old Testament and one to the New Testament. The student is expected to read each book in accordance with the directions of the instructor, to recite upon its facts and ideas in the class room, and to take notes of familiar lectures upon it. There are no formal lectures upon Biblical introduction and theology, but the topics commonly treated under those heads are incidentally brought to the student's attention while he is engaged upon the several books inductively. By the method used, the student gains from his own investigations a direct and comprehensive knowledge of each book in the Bible and of each Testament as a whole. The main outline of the progress of Hebrew civilization and history, and of divine revelation, are fixed in his mind. He attains a knowledge not of proof texts, but of connected series of events and inspired arguments, and chains of thought. In the unity of a total impression, the strength of every part is assured.

In this way not only are the contents of the Scriptures mastered, but the mind is trained in the preparation of gospel addresses, etc., and the inner spiritual life is quickened through the truth. It will be readily seen that this course does not aim to give courses that can be reproduced in the local Associations, but to give a comprehensive study of the entire body of the Scriptures, which will enable the student to lay out courses himself as may be necessary and equip him to be a teacher of the Bible. The attention of students desiring to fit themselves for instructors in the English Bible in colleges and schools is called to this course. It is believed to be unsurpassed in the thorough mastery it gives of the contents of the Scriptures.

(2) *The Training Classes and Methods of Christian Work.* (Dr. Doggett, Junior and Senior years, one hour per week. Dr. Seerley, Middle year, one hour per week.) These classes have an intimate relation to the practical Christian work of the students during their entire course. The Junior year is devoted to the study of methods for dealing with individuals. The great questions of regeneration and the use of the Bible with the unsaved form the subject matter of this study. During the Middle year, the class studies the interviews of Jesus. This course accompanies the study of pedagogy, and is a study of the laws of mind as used by Jesus in his dealing with men. In the Senior year this hour is devoted to the study of the use of the Bible in public. Attention is given to the preparation of gospel addresses, Bible studies, and the best methods of teaching Bible classes.

2. Historical Course

(1) *The History of Christianity and Christian Civilization.* (Mr. Burr, Junior year, five hours per week.) It is the aim of this course to familiarize the student with the great movements in the development of Christianity and Christian civilization. The first term is devoted to the study of the early and medieval Christianity, the second term to the

Reformation and the Protestant movement in Europe, and the third term to the movement in America and the history of missions.

The work is carried on by lectures, carefully prepared courses of reading, and text books for special periods and topics. Special emphasis is laid on the courses of reading and topical study, so that the student becomes familiar with the masterpieces of historical literature. Recent additions to the department of history in the School library facilitate the work of this department.

Students are expected to own "The History of the Christian Church," by Professor Fisher.

(2) *Association History and Literature.* (Dr. Doggett, Middle year, three hours per week.) The aim of this course is to acquaint all students with the history and development of this great movement. Careful attention is given to the forces in the church, and the conditions of social life which made such a movement necessary. The Association is studied, not as a local or national, but as a world-wide endeavor. In the first period, 1844 to 1855, especial attention is given to the London work and its formative influence. In the second period, 1855 to 1878, recognition of the leadership of the American work requires especial attention to the movement on this continent. In the third period, 1878 to the present time, more attention is given to the spread of the movement throughout the world. This course studies the development of the Association, its organization and polity, its literature, and the fixed principles which govern its operation and its relation to the church.

Students are expected to read and review the more important works which the leaders of the Young Men's Christian Association have produced.

3. Course in Psychology

(Dr. Seerley, Middle year, three terms, five hours per week.) This course occupies a full year, and is taken by all Middlers. The human mind is complex, and the aim is to study it from many view points, keeping constantly in mind the work for which the student is preparing.

(1) *Physiological Psychology.* The course opens with a study of the nervous system. The brains of animals are dissected so the student may become acquainted with every part, and also demonstrate their relations. Sections of the entire human brain are available which have proven very helpful in studying the gross structure. The microscopes and micro-projection apparatus enable the student to study the minute structure of every part as revealed in the many variously prepared and stained microscopic slides of the central nervous system. This is followed by a study of the special senses, their rise and development, their structure, their function, and their localized culture in the central nervous system. A large number of laboratory experiments fixes the range of each special sense, as well as calls attention to the many illusions which are liable to occur. The modern theory of localization of brain centres receives careful attention, with the latest applications.

(2) *Genetic Psychology.* A course in the psychology of the child with special reference to the laws of mental development. The seminary method is largely used, and each student is assigned special work which is later presented to the class. This gives him the practice of searching for information from original sources, and teaches him the method of presenting scientific data. The distribution of the subjects is largely governed by the line of work for which each man is being prepared. If he is to become a boys' secretary, such topics are assigned as will make him best acquainted with boy life. This is also true of students who are to become physical directors and general secretaries.

The human instincts receive careful attention under this head. A few are named to show the value of the work, but not to indicate the scope of it. Each is studied as to genesis in the animal world, relation to the struggle for existence, modifications as the scale of life is ascended, value in the development of manhood if properly used, and danger if improperly developed or left undeveloped: fear, the fighting instinct, anger, plays, hunting, the gang instinct, sex instinct, hero worship, imitation, the parental instinct, and others.

Under the head of the sex instinct, the subject of "personal purity" from the psychological standpoint is carefully considered, and each student learns to present this subject to an audience of men or boys, as well as how to deal with the individual who has become addicted to unfortunate habits.

Heredity and degeneracy are also given an important place in this study. Attention is given to the introduction of disease, the use of alcoholic stimulants, the lack of proper food, etc., with their effects upon the child. An attempt is made to trace the dominating characteristics of the boy life during different periods of his development, so that treatment of him may be intelligent and helpful at all times.

(3) *General Psychology.* Under this head are studied consciousness and the self; attention and habit; the intellect, including sensation, perception, conception, apperception, and such complex mental processes as memory, imagination, judgment, thought and reasoning; the sensibilities, including the emotions, the affections and the desires, and volition or the will.

(4) *Psychic Phenomena.* Under this head are treated suggestion, sleep, hypnosis, alterations of personality, dreams, hallucinations and illusions, and as far as possible are discovered the laws underlying the different systems of "faith cure."

4. The Principles of Religious Education

(New Course)

(Mr. Burr, Senior year, one term, five hours per week.) No teacher is fully equipped for his work without a special study of the principles and methods of education. No religious leader is fully equipped for his work without a special study of the *application* of these principles and methods

to religious education. This is particularly true of the leader in Association work. To develop the moral and religious life is the goal of all its educative work. Education prepares the way for conversion, and conversion should be the normal culmination of our educational work.

Outline

1. Great Educational Leaders. 2. Fundamental Principles of Education. 3. The Special Problems of Religious Education. 4. Types of Religious Education. Recent Literature. 5. The Young Men's Christian Association and Religious Education.

5. The Problems of a Twentieth Century City

(New Course)

(Mr. Burr, Senior year, one term, five hours per week.) Cities are the strategic points of our modern civilization. In the cities are massed, not merely the most powerful economic and political forces, but also the most powerful ethical and educational forces. So far as we can see an ever increasing proportion of our population will live in cities. Hence the problems of the city are, like the poor, likely to be always with us, and we must face them as best we may.

The Young Men's Christian Association is itself a product of city life. It is an organized attempt on the part of the church to meet one of the most pressing needs of city life,—a social center for young men, where all wholesome and educative influences should be massed attractively and effectively.

It is becoming evident that the secretaries and directors of the Association must be sociological experts. In studying the lives of young men they will become so perforce. As a matter of fact, they constitute a natural bureau of information as to all the forces and conditions of city life which affect young men. In some of our largest and most effective Associations the secretaries are becoming recognized experts on municipal sociology, both to the benefit of the city and their own work.

In order to meet this growing demand of our work, a term of study is being devoted to municipal sociology in, or the problems of, a "Twentieth Century City."

Syllabus of Course in Municipal Sociology

I. *Introduction.* The city in its relation to civilization.

II. *History.* Ancient and medieval cities. Their relation to political, social, and economic progress.

III. *Growth of Modern Cities.* Causes and consequences of rapid urbanization. Statistics, composition and distribution, or race and occupations.

IV. *Special Problems.*

1. Administration.

(1) City charters. (2) Relation of city and state. (3) The mayor,—qualifications, term of office, powers. (4) The composition and duties of the council. (5) The organization and control of departments. (6) Finances,—methods of taxation, appropriations, uniform systems of accounting. (7) The granting of franchises,—duration, resumption. (8) Control of quasi-public corporations, such as the telegraph, telephone, express, gas and electric light, and street railway companies.

2. Health.

(1) The housing problem,—tenements, overcrowding, plumbing, inspection, model tenements. "Philanthropy and Five Per Cent." (2) Streets,—cleaning, beautifying, regulation of use. (3) Parks, playgrounds, public baths, recreation piers, etc. (4) The control and prevention of disease. The board of health, sanitary police, etc.

3. Morals.

(1) The prevention and punishment of crime. The organization and control of the police. (2) The liquor traffic and the saloon. License or prohibition? Suppression or substitution? (3) Prostitution,—causes, consequences, methods of suppression or control. (4) Amusements,—theaters, dance halls, circuses, games. Extent of municipal responsibility. (5) Indecent pictures and literature, gambling, etc.

4. Philanthropy.

(1) Care of dependents,—orphans, paupers, etc. (2) Care of defectives,—idiots, insane, etc. (3) Care of delinquents,—young criminals. Juvenile courts. Reform schools.

5. Education.

(1) Aim of public education. (2) Courses of study,—nature and extent. (3) Control. Laws. School board and officers. (4) Teachers,—qualifications, character, sex, religious relation, salaries, pensions, etc. (5) School extension,—wider utilization of school buildings, vacation schools, municipal lectures, concerts, etc.

V. *Municipal Progress* and *Public Ownership of Public Utilities.*

VI. *Unofficial Agencies for Municipal Betterment.*

(1) The church, especially the institutional church. (2) The Young Men's and Young Women's Christian Associations. (3) University and Social Settlements. (4) Municipal and Civic Leagues. (5) Some corporations (National Cash Register).

6. Course in English

(Mr. Nigh, Junior year, five hours per week.) The ability to use the English language is of the utmost importance. Few men achieve such excellence in English but that they covet the opportunity for further study.

Throughout the course students are required to present papers and essays in different branches, which are revised and criticised by instructors. In the Junior year, five hours weekly are given to the study of English, and to composition.

Particular attention is given to public speaking in connection with the Literary Societies. These Societies meet weekly through the year.

7. Conventions and Lectures

(1) *Conventions.* The School aims, through conventions and conferences, to bring the students into touch with the current affairs of the Association. The state conventions of Massachusetts and Connecticut are frequently attended by delegations of the students, and opportunity often arises for students to attend the New York state convention.

During March the New England Secretaries' Conference holds its session for three days at the School dormitory. This conference brings together the employed officers of the six New England states. The visitors lodge in the dormitory and are the guests of the students. This gathering furnishes an excellent opportunity to come in touch with present-day Association affairs.

(2) *Lectures.* One of the most helpful means of keeping in touch with the active work of the Association is found in the lectures which from time to time are given by Association leaders and others. Following the list of the instructors, on page 9, are the names of the special lecturers and secretarial visitors for the current year. During the three years' course, including the senior tour, the student listens to presentations by about one hundred different Association leaders. The past year the following addresses among others have been delivered:—

Dr. Newell Dwight Hillis, "Oliver Cromwell."
Fred S. Goodman, "The Organization of Religious Work."
C. C. Michener, "Personal Work."
Richard C. Morse, "Association Polity."
C. K. Ober, "Foreign Work."
L. Wilbur Messer, "Religious Education," and "Association Polity."
J. W. Cook, "Social Work."
George B. Hodge, "Educational Work."
Dr. Luther Halsey Gulick, "Physical Training in a Great City."
Dr. George L. Meylan, "The College Physical Directorship."
Dr. D. A. Sargent, "Review of Physical Training During the Past Twenty-five Years."
Rev. William Byron Forbush, "The Religious Education of Boys."
Professor H. C. King, "Hidden Temptations."
Arthur Tibbetts, "Indian Work."
Fred M. Hill, "County Work."
M. G. Baily, "Army Work."
Louis Hieb, "Ceylon."

A. B. Williams, "Northfield Student Work."
F. M. Pratt, "The Canadian Work."
Dr. Geo. J. Fisher, "The Young Men's Christian Association Physical Directorship."
William Orr, Jr., "Physical Training in the Public High School."

8. Graduate Course

Graduates of the School, or those having done equivalent work elsewhere, will be allowed to pursue advanced work under one of the instructors. The course must be laid out at the beginning of the year and approved by the president. It will involve a major theme with minor allied courses. The aim shall be in each case to do work of an original character. This work shall be embodied in a thesis, two copies of which, bound in cloth, must be presented to the School. By vote of the faculty, students completing this course will be recommended to the trustees for a diploma. One student in the Bible department and four in the physical department have taken this course.

II. Technical Courses

During the Junior year students pursue chiefly the general course, but from that time on, while a part of the time of each day is occupied with the general course, an increasing proportion of the student's time is put into special technical study in the department to which he intends to devote his life. These courses have been worked out with great care, and are adapted from year to year to the growing demand of the Young Men's Christian Association.

1. The Secretarial Course

Faculty

L. L. Doggett, President; *Secretarial Seminar.*
J. T. Bowne; *Secretarial Methods.*
F. N. Seerley; *Physiology.*
H. M. Burr; *Sociology, and Philosophy of Education.*
Mrs. Carolyn D. Doggett; *English Literature.*
W. W. Nigh; *English.*
J. H. McCurdy; *Physical Department Methods.*

Special Lectures on Methods

The secretarial course is the result of eighteen years of experience and testing. It is adapted to teach the student both the science and the art of the secretaryship.

Students wishing to prepare for the secretaryship of railroad Associations will follow this course, and will be assigned work bearing particularly

upon the department to which they are to devote their lives. The two railroad Associations of Springfield and the School library furnish an opportunity for this purpose.

Students wishing to fit for the religious work directorship will follow the regular secretarial course, and be assigned special work bearing upon this department, particularly in the preparation of a thesis. The same plan will be followed for men wishing to prepare for any of the various lines of secretarial work. The past year four students have been fitting for work among colored young men, one for naval work, and five for work among young men in foreign lands.

Physiology

This course is arranged in recognition of the unity of man's threefold nature, with the conviction that the religion of Jesus Christ is adapted to redeem man in his entirety—body, mind and spirit.

(Dr. Seerley, Junior year, five hours per week.) This study begins with a course of lectures, calculated to show man's place in the universe, including the unorganized and organized world, and to put him into relation with these.

A study of the body is then begun with the most simple analysis into trunk, limbs, head, and all that can be readily observed.

This naturally leads to the study of the mechanics of the body. Then, by means of dissection of animals in the laboratory, the different systems making up the body (muscular, osseous, nervous, etc.,) and organs associated in forming the apparatuses (circulatory, digestive, respiratory, reproductive, etc.) are discovered.

The student then picks out the muscles and names them, assisted by charts, demonstrations and experiments; the bones, naming and classifying them, aided by the skeleton. Bone, muscle, nerve, etc., are then studied as regards function, structure and relations.

In the same way every organ composing the several apparatuses is minutely studied till a complete analysis results.

The student then collects and combines all the physiological properties possessed by all the tissues, and discovers that the original cell, from which developed this complex structure by the process of differentiation, possessed all these powers.

A study of the growth and development of the body then naturally follows. Careful study is then given to the external and internal conditions which tend to promote health in this complex structure, as well as the best thing to do in case an injury should occur to any part of it.

The Young Men's Christian Association

The course in secretarial methods is under the direction of Mr. J. T. Bowne. An instruction in fundamental principles, Association organization, business management, and the office and work of a general secretary, is given by him. Methods, however, in this department are a constantly changing subject, and it is part of the plan in the presentation of this course

to secure the coöperation of the leading specialists of the country in various departments. For the year 1903-04, courses of lectures have been arranged as follows:—

F. S. Goodman, New York, four lectures, "The Organization of Religious Work."

F. B. Smith, New York, three lectures, "Religious Meetings."

William Knowles Cooper, Springfield, Mass., eight lectures, "The Personal Life of the Secretary," "Methods of Religious Work," and "Bible Study."

J. W. Cook, New York, two lectures, "The Social Work."

E. M. Robinson, New York, and Harvey L. Smith, New Haven, Conn., four lectures each, "Work for Boys."

Geo. B. Hodge, New York, five lectures, "The Educational Department."

C. K. Ober, New York, four lectures, "The Foreign Work."

Frank Mahan, Lynn, Mass., "Financial Solicitation."

The Senior trip and the New England Secretaries' Conference are features of the study in methods.

Mr. Bowne, Senior year, four hours per week.

(1) *The Field and its Limits.* The work, why needed. A definite work by and for young men. The aim distinctively religious. Relation to the church. Relation to other religious societies.

(2) *The Organization.* When and how to organize. The constitution. Branches and sub-organizations. The directors and officers.

(3) *The Membership.* Classes. How to secure members. The membership committee. How to retain members. Development of active members. The associate membership and its relations.

(4) *The General Secretary.* His relation to churches and pastors, to officers, directors and committees, to other employees, to the business community, to his fellow secretaries. Accepting a call. Beginning work. Correspondence. System. Statistics. Studying human nature. Dress. Conversation. Economy. Health. Growth—spiritually, intellectually and socially. Securing and training employed officers—demand and supply, methods of training.

(5) *The Association Home.* Advantages of owning a building, location, arrangement, construction, equipment. The care of the home—repairs and safety, order and cleanliness. How to get a building—preparatory work, the canvass, cautions. The building movement—its beginning and growth.

(6) *The Business Management.* Current finances—the annual budget, income, solicitation, collection and disbursement, financial booking. Real estate and endowment funds—incorporation, trustees, endowment, debt, taxes, insurance, leases. Records and advertising—recording statistics, anniversaries, parlor conferences, printed matter, the bulletin, annual reports.

(7) *The Religious Department.* The Bible in Association Work: Individual study—objects, methods and helps; class study—a Bible class in-

dispensable, relation of the general secretary, beginners', advanced and training classes, true place and appliances, the teacher, the class, the topics, preparing the lesson, teaching the lesson. Practical work with the unconverted—personal work, the evangelistic Bible class, the Bible in the evangelistic meeting. Bible readings. Religious meetings, etc.—the evangelistic meeting, other meetings at the rooms; meetings outside the rooms—in boarding houses, in public institutions; sermons to young men; distribution of religious reading matter; the invitation committee.

(8) *The Educational Department.* The reading room—furniture, supervision, papers and periodicals. The library—its importance and place in the Association, how to develop, apartments and furniture, management, selecting and buying books, classification, cataloguing, shelf listing, binding and repairing, advertising, registration and charging, reference books, courses of reading, aids to readers. Educational classes—the need, branches taught, adaptation, thoroughness, frequency of sessions, instructors' class rooms, examinations. Literary societies, etc.—value, various forms of organization and work, how supervised. Lectures and talks—the use and abuse of lectures, home talent, practical talks. The educational director—qualifications, work and relationships.

(9) *The Physical Department.* (Dr. McCurdy.) Aim of the department—health, education, recreation. Conditions under which a physical department should be organized. Scientific equipment and methods—examinations, statistics, prescription of exercise. Practical equipment and methods—location and arrangement of gymnasium, bath and dressing rooms, outfit, methods. Outdoor work. The physical director. The department committee.

Note. For extensions of the theory and practice of physical work, see page 45.

(10) *The Social Department.* The reception committee. The social rooms. Social entertainments.

(11) *The Department of Information and Relief.* Boarding houses. Employment bureau. Savings bureau. Benefit fund. Visiting the sick. Destitute young men.

(12) *The Boys' Department.* Necessity, aim and benefit. Organization and relationships. Different classes of boys. Supervision. Methods and agencies—religious, educational, physical and social.

(13) *The Work among Special Classes of Men.* College students—history, organization, methods, outgrowths. Railroad men—history, aim and benefits, organizations and finance,. rooms and methods. Commercial travelers—the field, work and agencies. Other nationalities and races—the field, the German work, the colored work, etc. Miscellaneous classes—soldiers and sailors, mutes, lumbermen, firemen, street car employees, etc.

(14) *Women's Work for Young Men.* Organization and methods.

(15) *State and Provincial Work.* The state committee. Finances. The state secretary. The state convention—preparatory work by the state committee, preparatory work by the local Association, at the convention. The district work—the committee, conferences, intervisitation, correspond-

ing members. The relation of the local Association and secretary to the general work of supervision and extension.

(16) *The American International Work.* History and organization. The field. The work—supervision and extension, correspondence, publication, securing and training employed officers, aid to building enterprises, aid in securing funds, aid to state and other conventions, help in disaster. Secretaries of the committee. International finances. International conventions. Day and week of prayer. Work among young men in foreign lands—policy, relationships, methods.

(17) *The World's Alliance.* History, organization and work.

Secretarial Seminar

(Dr. Doggett.) The object of this course is to study the habits and lives of young men, to study at first hand the documentary sources of the Young Men's Christian Association, and to learn the art of original investigation. Much of the success of the Young Men's Christian Association of the future will depend upon a scientific study of the habits and lives and characteristics of young men and boys. We need to know what young men are thinking about, how much money they earn, how they earn it and how they spend it, how they spend their leisure time, what is their social life, what is their religious life, how it should find expression, the temptations of young men and boys and how to meet them. A rich unworked field is presented to the student in the many undeveloped themes in Association history and by its unsolved problems.

During the Middle year students in the secretarial and educational courses study themes akin to their departments. In the Senior year a thesis is prepared upon a theme agreed upon between the student and one of the instructors. Students are allowed to prepare a thesis with any of the instructors in the School. The theses will be examined by a committee of the faculty consisting of Mr. H. M. Burr, Dr. J. H. McCurdy, and Dr. L. L. Doggett. The secretarial seminar will be held one evening each month. At this seminar each student will be expected to present his thesis for criticism and discussion. Leading Association workers are also invited from time to time to address these gatherings. The appointments for the School year 1903-1904 are as follows:—

L. W. Messer, "Religious Education."

W. B. Forbush, "Religious Education of Boys."

R. C. Morse, "Association Polity."

C. F. W. Cunningham, "Young Men's Christian Association Summer Camps for Boys."

W. G. Currier, "History of the Woman's Auxiliary Movement in the Association."

T. J. Flanagan, "Method of the Catholic Church in Holding its Men."

R. P. Hamlin, "History of the Young Men's Christian Association Among Colored Men."

F. T. Hayes, "Sociological Study of a Springfield Ward."

I. A. Laudenslager, "Social Groupings."

W. E. Lewis, "The Relation of the Young Men's Christian Association to the Industrial Classes."

E. L. Moraller, "Boarding House Life of Young Men in Springfield."

Herbert Moule, "Membership Campaign."

J. A. Rath, "The Young Men of India."

C. T. Rea, "History and Present Tendencies of the Railroad Young Men's Christian Association."

H. W. Russell, "The Social Life of the Industrial Men of Springfield."

Henry Seifert, "History of the Association Effort for German-speaking Young Men in the United States."

S. L. Smith, "County Young Men's Christian Association Work."

J. W. Stafford, "Sociological Study of the Springfield Young Men's Christian Association."

E. E. Thompson, "A Sociological Study of the Negro in Springfield."

Students in the seminar are expected to devote one hour daily during the Senior year to research. The historical and physical libraries available to students make this work of great value. For the first six weeks of the fall term Dr. Doggett will meet all Seniors once a week for a two-hour session to study methods of original investigation.

Sociology

(Mr. Burr, Senior year, two terms, five hours per week.) The aim of this course is to familiarize the student with the most serious economic and social problems which he will meet in his work among young men, and the fundamental economic and social laws which must be recognized in all reform movements.

Ethics

(Mr. Burr, Middle year, one term and a half, five hours per week.) The course combines lectures on the origin and growth of the moral nature and moral laws, class discussions of ethical problems in practical life and courses of reading covering such topics as the history of ethical philosophy, the psychology of ethical feeling, the relation of ethical laws to physical laws, and the relation of ethics and religion. The aim of the course is to assist in the construction of a scientific and effective philosophy of conduct.

Religious Pedagogy

For new courses in municipal sociology see general course, pages 35 and 36.

English Literature

(Mrs. Doggett, Junior year, three terms, three hours per week.) The work in English and American literature is a study of the great art forms of literature and their relation to the epochs of national life. This will

include a study of Chaucer, Shakespeare, Milton, Wordsworth, and Tennyson,—the characteristics of the age in which they lived, and their relation to that age. Among the American writers studied are Cotton Mather, Jonathan Edwards, Daniel Webster, Irving, Emerson, and Hawthorne.

Advanced English

(Mr. Nigh, Middle year, two hours per week.) The work in the advanced English course is a study of modern explanative and argumentative composition, with practice in writing and criticism. A brief study of the newspaper in its relation to the Association, with practice in reporting, interviewing, and editorial writing.

Practical Work

Unusual opportunities are offered for the practical work, and for getting an inside view of Association management. The Holyoke and Springfield Associations, with their beautiful buildings and large memberships, furnish every facility to see and participate in the various phases of Association activity. Through the Student Association, this service has been developed into a three years' graded course.

All are given practice in using the library, in preparing reports of committees, minutes of meetings, items for newspapers and bulletins, printers' copy and proof reading, and are expected to attend each year at least two Association conventions.

Delegations of students are assigned to conduct services for young men in neighboring towns and villages.

Senior Tour. One of the most helpful experiences is a tour, covering ten days, of the Associations at Bridgeport, New Haven, Brooklyn, and New York City. This tour, taken under the direction of one of the faculty, gives an opportunity to study the actual workings of a large number of Associations. It is quite different from a convention where Association topics are discussed. On this tour, by arrangements beforehand with the employed men of the Associations, from one-half hour to an hour's interview is held in the office in which the work is carried on. Last year some twenty different Associations and institutions were visited, and conferences were held with fifty different employed men on different phases of Association work. This included twelve directors of Association and college gymnasiums, twelve international and state secretaries, and twenty-six general secretaries of city Associations. The class was enabled to see the physical work in the gymnasiums of Yale and Columbia Universities, also in the Knickerbocker Athletic Club.

Physical Training. Every secretary is given a thorough course in physical training, which continues through the first two years. A complete description of this course is given on pages 48 and 50.

2. Physical Course

Faculty

J. H. McCurdy; *Physiology of Exercise, Gymnastics, Athletics.*
W. W. Hastings; *History of Physical Training, Hygiene, Anthropometry, Massage, Gymnastics, Athletics.*
F. N. Seerley; *Anatomy.*
Elmer Berry; *Physics and Chemistry, Gymnastics, Athletics.*
F. A. Henckel; *Gymnastics and Athletics.*
J. H. Gray; *Gymnastics and Athletics.*
F. F. Bugbee; *Gymnastics and Athletics.*
A. E. Metzdorf; *Gymnastics and Athletics.*
J. H. Scott; *Gymnastics and Athletics.*

Theory

Object. To furnish "normal Christian physical education" to those preparing to become directors of the physical work of the Young Men's Christian Associations or colleges.

The duties of a modern physical director demand that he shall be able to make an intelligent examination of the person who comes to him for advice; that he shall be able to wisely counsel with him in regard to food, clothing, sleep, work, exercise, and, in general, all those topics which are related to "living at one's best"; to put men into the condition of highest vitality and effectiveness in any line, is his first work. He must take into account the intimate relationships existing between body and mind, and must understand their mutual effects. He must know how to prescribe exercise for the diseased who are often sent to him by physicians. He must be able to make his gymnasium a place of real recreation as well as of body building.

To accomplish these various ends, he must know the body and its laws (anatomy, physiology and hygiene). He must have a detailed knowledge of the effects of exercise upon the body (physiology of exercise). He must know how to get men into the best condition for the performance of any physical effort (training). He must be acquainted with the fundamental relations existing between a man's reproductive system and his bodily, mental and spiritual states (personal purity). He should know what to do in case of accidents (first aid to the injured). He must be able to make an intelligent examination of the heart, lungs, and other organs (physical examination). He must know how to measure and test men, and how to study these measurements in groups (anthropometry). He must know how to prescribe exercise for those needing remedial gymnastics sent to him by physicians (prescription of exercise). He must have at his service the experience of those of the past (history, literature, philosophy of physical training). He must be perfectly familiar with all the work which he is to use or teach (gymnastics, athletics, aquatics, games, sports, etc.). He must be familiar with details of the management

of the physical department of the institution with which he will probably be connected (physical department of a Young Men's Christian Association). Each student prepares a working bibliography of the subjects in the course. Instruction is given in bibliographical methods.

Practice

This course includes, in addition to instruction in the regular physical training branches, a carefully outlined course in normal teaching. The normal practice commences in the Junior year and is continued through the three years for students in the physical course, and through two years for secretarial students. This work is divided into two parts: first, that in the School itself; second, that in the surrounding Associations and clubs. The School normal practice is under the direct supervision of the instructors and occurs daily; for example, the Junior class in marching is divided into two squads with a teacher in the direction of each squad. This pedagogical practice occurs daily in addition to the course of lectures on gymnastic pedagogy. A recitation course in gymnastic nomenclature and athletic rules is given in connection with each year's floor and field work.

The normal practice outside the School divides itself into three heads: First, those who are physical directors or assistants. Thirteen men are this year receiving this practice, and in addition are earning the whole or a part of their expenses. Second, those who are regular coaches in foot ball, basket ball and hockey. Six such positions have been filled this year. In addition to this, practice is given in officiating at games, such as foot ball, basket ball, etc.

The aim is to qualify students as *teachers* of gymnastics, athletics and aquatics. A minimum of time will thus be spent in practice of mere feats of strength or skill in any of these branches. Emphasis is placed on the enthusiastic pushing of those exercises which are of chief value to the average man in the Associations. Muscular strength and coördination are to be developed only so far as they increase vitality.

Every subject throughout the course is studied and practiced from the standpoint of its usefulness as a physical or moral agent in the peculiar conditions obtaining in the Young Men's Christian Associations. Class rather than individual work, accordingly, is emphasized, and the elements of recreation and moral discipline are striven for. The work done in the Associations is rapidly evolving. The aim is to fit the student for the new movement rather than for the old. The progression in gymnastics, athletics and aquatics will be as rapid as is consistent with thoroughness.

The fall course in athletics consists of events which can be done on any level field with little expense for the preparation of the grounds. It is believed many Associations refrain from taking up athletics because they do not know of the excellent sports which require little apparatus.

This course includes field evolution with calisthenics, hare and hound chases, cross country runs, foot ball, minton and field hockey.

The spring athletic course takes up track and field events. Each stu-

dent is taught the standard events and the best methods of coaching for each.

The track events which are emphasized are the 100, 220, 440, 880-yard dash, the mile run and hurdling. The field events are pole vaulting, high jumping, broad jumping, shot putting, and hammer throwing. Instruction is given during the spring in base ball and golf.

Physical instruction indoors progresses along the following lines: Class evolutions, calisthenics, games, apparatus exercises, and indoor athletics.

In class evolutions, the marching system by Mr. G. A. Cornell forms the basis for work.

Calisthenics are taught, first, by giving the principal positions derived from the fundamental standing position and, second, by standard drills with dumb-bells, wands, bar bells, and Indian clubs.

In games, basket ball and volley ball receive due attention; also such gymnastic games as circle ball, three-deep, hand wrestling, Indian wrestling, etc.

In apparatus exercises, instruction is given on the horizontal bar, parallel bars, German horse, traveling rings, and pulley weights.

Location. There is no part of the country where athletics are more fostered, where the college athletic teams are better trained, or where the local Young Men's Christian Associations are more vigorous in their physical work than in New England.

The students visit the majority of the following named first-class gymnasiums during their course: The *Association Gymnasiums* at Worcester, Boston, Cambridge, Holyoke, Hartford, New York,—23d Street, Harlem, Brooklyn. *College Gymnasiums*—Harvard, Amherst, Yale, Columbia. *Athletic Clubs*—Boston Athletic Club, New York Athletic Club. *Schools of Gymnastics*—Boston Normal, Harvard, New Haven Normal School.

Nowhere else in the country could this valuable experience be gained with so little expenditure of time and money.

The fine building and gymnasium of the local Association afford illustration of a model work.

The location of the School upon Massasoit Lake furnishes an excellent opportunity for training in aquatics. The school possesses a good fleet of boats for this purpose.

Junior Year

Theory

(1) *Physics.* (Mr. Berry, one term, three hours per week.) The work in physics is conducted as far as possible upon laboratory methods, the object of the course being:—

To cultivate correct habits of thought and observation and to develop the true scientific spirit.

To form a groundwork for the understanding of and research in subsequent studies—bodily mechanics, physiology of exercise, etc.

The course consists of lectures, recitations and experiments, and includes mechanics, dynamics, and molecular physics, considering the most important phenomena of matter—solid, liquid, gaseous—force, heat, magnetism and electricity. The text book used is Wentworth and Hill's A Text Book of Physics.

(2) *Chemistry.* (Mr. Berry, two terms, two hours per week.) Instruction in chemistry includes theory and practice. A large share of the work consists in laboratory exercises, intended to develop skill in use of apparatus, to give a practical working knowledge of representative elements and their compounds, an insight into the nature of chemical phenomena, and especially the power to learn of nature by observation and experiment. The course is divided into two parts:—

(a) General inorganic chemistry, which treats mainly of such elements as are essential to the understanding of (b).

(b) Organic chemistry, which consists of a series of illustrative experiments, based upon the course in Harvard Medical School, and endeavors to give the student a knowledge of the chemistry of foods, digestion, growth, metabolism, respiration, etc. The text book used is Long's General Chemistry.

(3) *Anatomy.* (Dr. Seerley, three terms, four hours per week.) Gross anatomy of the body and its parts. The body as a machine. This includes a study of the bones, articulations, muscles, muscle insertions, leverage, and of the combined action of muscles and mechanism of bodily movements, with special application to the movements of the fluids of the body, *e. g.,* blood and lymph. Demonstration on individuals, of muscular origin, insertion and action with reference to erect carriage of the body. Microscopic anatomy of the organs of the body. Histology—a study of the microscopic structure of every part of the body. Based upon the fact that "function makes structure," the student secures a wide knowledge of the fundamental functions by knowing the fundamental structures. The student also makes sections for himself, thus becoming acquainted with the laboratory method of investigation.

Practice

(Messrs. Berry, Henckel and Gray, three terms, two hours per day.) The Junior physical work is the same for all students.

(1) *Field.* Instruction is given in field athletics, standing broad and running high jumps, shot putting, pole vaulting, running, base ball (batting, base running, fielding, and team practice), foot ball (ball passing, instruction in different positions, falling on the ball, and team practice), minton, field hockey, and cross country running.

(2) *Gymnasium.* Instruction is given in plain marching, special attention being paid to the best formations for handling large classes. Maze running receives attention during this year. After a study of the typical gymnastic positions in calisthenic exercises, sample drills are taught with dumb-bells, heavy Indian clubs, pulley weights and elementary exercises on the heavy apparatus. Emphasis is laid on the hygienic work,

which permits large classes to be handled effectively. Indoor athletics are taught during April.

(3) *Aquatics.* Swimming and diving are taught.

Middle Year

Theory

(1) *Physiology.* (Dr. McCurdy, two terms, five hours per week.) Text Books: Foster, Text Book of Physiology; Stewart, Manual of Physiology with Practical Exercises. Collateral Reading: Schafer, Text Book of Physiology.

The instruction consists of recitations, lectures and laboratory work. The view-point of the course is towards physiology of exercise, personal hygiene and general massage rather than medicine; for example, the lesson of the morning is on arterial pressure: the teacher, after questioning the class on the material for the day, strives to make clear the obscure points. This is followed by blood pressure tests of different members of the class during some types of exercise.

(2) *Physiology of Nutrition.* (Dr. Hastings, one term.) Including digestion, absorption, excretion, metabolism, and dietetics. Under the last head will be treated,—foods and dietaries, sources, value, digestibility, etc.; stimulus and narcotics; training table diet. Text books for dietetics: Hutchinson's Food and Dietetics, and Thompson's Practical Dietetics.

(3) *History and Literature of Physical Training.* (Dr. Hastings, three terms, two hours per week.) Each student in this course will select some subject, make a study of it during the year and write a short paper. Dr. Hastings will give the following lectures:—

(a) *Greek Period.* Ancient funeral games, their extent, range and significance. The funeral games over Patroclus; also other references to sport found in the Iliad and the Odyssey of Homer. The place of the athletic games as related to Greek history. Historical development of the Olympic games; their leading characteristics,—individual not group. The prize and honor system, and its effect upon the games. The rise and effect of professionalism. Greek ideas of exercise as related to health and education.

Funeral games among the Romans, the rise of the Ludi Gladiatori, and the gladiatorial combat. Place, influence, and the extent of the Roman games. The Roman baths. Physical training of the Roman army.

(b) *Medieval Period.* Estimate placed upon the body by the Latin Fathers of the church. The divorce between the natural and the spiritual. Early sports among the Germans as reported by Tacitus. The rise of chivalry. The knightly tournaments of the Middle Ages,—their place, conduct and influence.

(c) *The Dawn of the Modern Period.* Mecurialis, his book "De arte Gymnastica," and the medieval physicians. Place, work, and influence

on physical training of Mulcaster, Locke, Rabelais, Luther, Milton, Fuller, Clias.

The Emile—J. J. Rousseau. The influence of Rousseau on, and the relationship between, Basedow, Salzmann, Vieth, Guts Muths, Nachtegall, Jahn, Ling, Beck, Lieber. The influence and life of Guts Muths, Vieth and Nachtegall, Friedrich Ludwig Jahn.

(d) *The Modern Period.* The development and characteristics of the German Turners,—their service in the Thirty Years' War. The organization and conduct of the Turnerbund. The present Turnerschaft, its extent, organization and conduct. H. P. Ling and the fundamental characteristics of the Swedish gymnastics. "The Day's Order" and the "Gymnastic Progression." Colonel Amoros, and the movement in France. The revival of interest. The new Olympic games. Baron Pierre de Coubertin. Place and influence of Delsarte. Play among the Anglo-Saxons. Early sport in England. The development and influence of group games, as shown by foot ball. Athletics in the universities and preparatory schools of England. Early history of foot ball, cricket, golf, lawn tennis.

(e) *The American Movement.* The first interest in physical training, Capt. Partridge. The school at Round Hill, Harvard, Yale. The early manual training movement in schools. Life and influence of Dio Lewis. The new movement at Amherst, Harvard, Yale, Princeton, Mount Holyoke. The North American Gymnastic Union. Swedish gymnastics in America. Normal schools of physical training. The American Association for the Advancement of Physical Education. The leaders in physical training in America—Edward Hitchcock, D. A. Sargent, E. M. Hartwell, and others. The early physical training movement in the Associations. The early physical directors—Wm. Wood, Robert J. Roberts, Luther Gulick, and their influence. The Summer Schools and Physical Directors' Conferences. The Pentathlon. The Indoor Test. The Athletic League. The Training Schools. Physical training papers in English—Physical Education Review, Mind and Body, Gymnastic and Athletic Review, Physical Education, The Gymnasium. The Physical Department of the International Committee.

Practice

(1) *Field.* (Dr. Hastings, Messrs. Metzdorf and Bugbee, three terms, two hours per day.) Students are taught tennis, foot ball (punting, place, and drop kicking, tackling bag and team practice), and golf. Instruction is given in sprinting, hurdling, middle distance running, hop, step and jump, broad and high jumping, pole vaulting, and hammer throwing.

(2) *Gymnasium.* The class continues the practice of marching begun in the Junior year, supplementing it with fancy marching. The wands, bar bells, and Indian clubs receive special attention. Intermediate exercises on the heavy apparatus consist of exercises adapted for leaders and classes in the intermediate grade. The athletic side of gymnastics is pushed, *i. e.*, those exercises which require strong legs and trunk rather than those which demand large arms and shoulders. The methods of running group contests are taught during this year.

Senior Year

Theory

(1) *Physiology of Exercise.* (Dr. McCurdy, one term, five hours per week.)

This course consists of lectures, laboratory work and recitations upon assigned subjects. The material for the lecture and recitation course is covered in part by the following books and periodicals: Lagrange, The Physiology of Bodily Exercise; Treves, Physical Education; Mosso, Life of Man in the High Alps; Kolb, The Physiology of the Maximum of Sport; The Journal of Physiology (English); The American Journal of Physiology; die Centralblatt für Physiologie. The laboratory section is made possible by the gifts of alumni and friends. This course includes instruction in the technique of the sphygmograph, sphygmomanometer, pneumograph and ergograph. The major portion of the experimental work at present consists of studies of the effect of exercises of speed, strength, skill, and endurance on circulation, muscle and nerve. The instruments used are of the same pattern as the new ones recently introduced into the physiological laboratory of the Harvard Medical School. In addition to these, others have been constructed by the Training School mechanic. The effect of exercises of speed, strength, skill and endurance on heart rate, pulse characteristics, and arterial pressure are studied in detail. In the fatigue studies with the ergograph, three types of instruments are used: the weight ergograph, the spring ergograph (isotonic method), and the spring ergograph (isometric method). On the days of laboratory work, an additional hour of class attendance will be expected of the student.

(2) *Physical Training Seminar.* (Dr. McCurdy.) Once a month there will be held a seminar on advanced work in physical lines. At this time there will be presented original work done by the faculty, fellows, graduate students, and undergraduates, and occasionally by other specialists. The seminar will aim to keep informed of all newer lines of work, publications, experiments, and the like. It is for all students in the physical course.

Each Senior student will prepare a thesis upon some topic related to the course of study. This work must be done under the direct supervision and coöperation of one of the instructors.

The title of this thesis shall be engrossed upon his diploma, and ranked either as satisfactory, worthy of praise, worthy of high praise, or as worthy of the highest praise.

The two higher grades shall be given only for work that is original. The thesis must be completed before the spring term is begun.

The Gulick medal, given by Dr. Luther Halsey Gulick, director of physical training in the public schools of Greater New York, will be awarded in the spring of 1905, under the following conditions: The subject must be one relating to physical training. It must be based upon first-hand observation of facts and include conclusions therefrom. It must include a study of the literature of the topic. Superiority of method and skill in carrying

it out shall count for fully as much as actual results obtained. The problem must be one which is worth while, and the thesis one which has not yet been proven.

The appointments for the School year 1903-1904 are as follows:—

Dr. D. A. Sargent, "Review of Physical Training During the Past Twenty-five years."

Dr. Geo. L. Meylan, "The College Physical Directorship."

Dr. Luther Halsey Gulick, "The Problems of a Great City."

Dr. Geo. J. Fisher, "The Young Men's Christian Association Physical Directorship."

F. F. Bugbee, "Correspondence Schools of Physical Training."

S. E. Abbott, "Young Men's Christian Association Summer Camps for Boys."

E. A. Barrier, "Studies of the Respiratory Function."

Charles Bonnamaux, "Contribution to the History of Physical Training in France During the Last Century."

E. S. Elliott, "Physical Training in the Public Schools of New York, Pennsylvania, and Ohio."

J. H. Gray, "Forms of Organization in Boys' Work."

F. A. Henckel, "The Pedagogy of Apparatus Exercises."

P. K. Holmes, "Study of Physical Training in the Public Schools of New England."

Augustus Maier, "Physical Training in Athletic Clubs."

G. M. Pinneo, "Seasonal Rhythms of Growth in Boys."

N. P. Randel, "Manual of Graded Calisthenics."

P. B. Samson, "Physical Training in the Public Schools of Iowa, Minnesota, Michigan, Wisconsin, Illinois and Indiana."

J. H. Scott, "A Study of the Social Instinct and its Development in the Boy Life."

R. F. Seymour, "A Dictionary of Heavy Gymnastics."

F. B. Wilber, "Physical Directors' Opportunities for Christian Service."

(3) *Hygiene.* (Dr. Hastings, first term, four hours.)

(a) Racial Hygiene, or Nationalization of Health.

Racial Vitality. Causes of national health or lack of it. Historical examples—Hebrew, Greek, English, French, Spanish.

Heredity. Theories of transmission of characteristics, physical and psychical. Acquired characteristics. Legislative attempts to prevent marriage of the diseased and criminal.

Environment. Causes which tend to modify normal growth and development, summed up in the subjects belonging to natural hygiene, climate and meteorology, etc.; also many subjects belonging to municipal hygiene, the sanitary plumbing, lighting and ventilation of tenements, factories, shops, public schools, etc.

Civilization. Sociological conditions which affect organic vigor.

The adoption of machinery as affecting the bodily development of the race. The progressive urbanization of civilized peoples. Urbanization as related to vitality. Specialization as affecting bodily vigor and develop-

ment. The growth of school life as related to health and development. Devices of the day for increasing the amount of work an individual can do —the telephone, telegraph, stenographer, mail service, steam, etc. Diseases of occupation. The physical condition of the young men of the cities.

(b) Personal Hygiene.

Text Books:—Pyle's Personal Hygiene, and Bissell's Manual of Hygiene. Collateral Reading:—Stevenson and Murphy's Treatise on Hygiene; Parke's Practical Hygiene; Davies' Handbook of Hygiene; Kellogg's Hydrotherapy.

Vitality and its problems; the development of the vital functions; respiration, circulation, etc. Sleep. Clothing. Light and the eye. Hearing. Bathing and physiological effects of water.

(c) School Hygiene.

Text Books:—Kotelmann's School Hygiene, and Shaw's School Hygiene. Reference:—Burgerstein und Netolitzky, Handbuch der Schulhygiene.

School desks and posture. Retardation of growth of children through disease. Unhygienic conditions in school buildings and equipment. Mental fatigue and overpressure. Playgrounds, recesses, systematic exercise, games, vacation periods, etc.

(4) *Massage.* (Dr. Hastings, third term, four hours per week.) Text Books:—Kellogg's Massage and Kleen's Handbook of Massage, supplemented by lectures and demonstration. Every student has practice with a subject two hours per week. A final examination in technique is required.

(5) *Physical Examination,—Measurements, Strength Tests and Anthropometric Tables.* (Dr. Hastings, first term, four hours per week.)

Text Books:—Seaver's Anthropometry, Gulick's Manual for Physical Measurements, and Hastings' Manual for Physical Measurements—Boys.

This course has to do with best methods of work in the examining room. It aims to make the student familiar with the technique of taking, plotting, and filing measurements and strength tests. The means used are recitations, lectures, demonstrations and practice. Practice in measuring men in Training School classes; practice in taking and recording measurements and strength tests of high school boys in Springfield and vicinity; practice on younger boys in the grammar schools of Springfield, and in the boys' department of the Young Men's Christian Association; practice in plotting tables for both men and boys, and in the calculation of vitality coefficients and indices of strength.

(6) *Physical Diagnosis.* (Dr. McCurdy, five hours per week, eight weeks.) Text book. Study of the appearances, conditions, defects, and deformities likely to be met with in the examining room. Method of examining the heart, lungs, etc., to prepare the student to assume such responsibilities as may properly rest upon the physical director, and to protect those who may come under his charge against unwise exercise and habits of life.

(7) *Anthropometry.* (Dr. Hastings, second term, four hours per week.) Treated through lectures, discussions, digests and assigned readings.

(a) *Historical.* Origin of the science. Laws of human proportions. Sketch of military, college and public school anthropometry.

(b) *Values.* Statistical and diagnostic value of measurements. Comparative value of various kinds of anthropometric tables. Relative value and point of view for taking individual measurements. Comparative value and adaptation of various forms of strength tests,—Intercollegiate, Kellogg's, Sargent's.

(c) *Statistical Methods.* The ideal, type, average, mean, probable deviation, probable error, etc., defined and discriminated. The whole process of construction of anthropometric tables is demonstrated to the student by practical problems in their actual construction. This is done primarily not that he may make such tables, but that he may understand them and keep up with the literature on the subject.

The generalizing and individualizing methods of observation. The absolute annual increase in growth and the relative annual increase. The correlation of anatomical and physiological tests.

(d) *Laws of Growth.* Comparative growth in height, weight, lung capacity, strength, etc. Racial, seasonal, and diurnal rhythms, including the whole discussion of acceleration and retardation of growth and assigned causes. Nascent periods, age of puberty, Bowditch's law, etc. Changes in growth produced by environment; influence of exercise upon growth; of disease; of occupation; nationality, etc. Physical basis of mental efficiency; dolichocephaly and its relation to height, weight, and other physical qualities.

(e) *Types of development.* The typical college man, college woman, strong man, sprinter. American boys and girls.

Types of development. The typical college man, college woman, strong man, sprinter. American boys and girls.

(8) *Prescription of Exercise.* (Dr. Hastings, third term, four hours per week, nine weeks.) The adaptation of various forms of exercise to the needs of the individual. Exercise as affecting:—

(a) *Form.* The thorax. Effect of prolapse of viscera. Methods for their restoration. Position of the shoulders, raising and lowering shoulders. Aetiology of unevenness. Shoulder blades flattening against the trunk. The building up of small parts. The reduction of fat. Spinal curvatures.

(b) *Vitality.* Special need of exercise during present civilization. Neurasthenia. Deficient nutritive ability. Relation of exercise to vitality. Exercise with reference to temperament. Large versus small dosage.

(c) *Disease.* Congestions; hernia; constipation; cardiac weakness; cardiac insufficiency; partial paralysis; indigestion. The writing out of prescriptions to suit special cases. Strength tests as a basis for prescription.

The object of the course is to enable the student to prescribe exercise intelligently. In so far as this laps over the field of medical practice in the treatment of disease, the aim is to enable the student to take the general instructions of the physician, render them definite and carry them out effectively. The limitations of this treatment are carefully considered.

(9) *Philosophy of Exercise.* (Dr. Hastings, second term, lectures two hours per week, six hours' research.) During the year the following topics will be treated:—

(a) *Physical Training and its Relationship.* To biological science. Interrelationship of courses preparatory to the physical directorship.

(b) *Growth and Development.* The human body as a mechanism, its character and normal functions. "Function makes structure" as applied to physical training. Development by inherent rather than by external power and conditions. The human mind and the relation of the development of the muscular system to that of the brain and nervous system. Muscular as related to psychical force. Summary of physiology of exercise. Fatigue, neuro-muscular, volitional and emotional. Motor training in education. Adaption of exercise to the stage of development.

(c) *Types of Exercise,* and their physiological and psychological effects. Their place in the restoration of normal function and in the promotion of normal growth and development. The plays of children and adolescents. The plays of adults. The plays of animals. The philosophy of play. Play as related to physical education. The place and limits of competition in physical training. The place and limits of specialization in physical training. Track and field sports in physical training. Athletic games in physical training. Heavy gymnastics in physical training. Calisthenics in physical training.

(d) *Methods, Practicability, Adaptation in lines of work.* The exercise of men in groups. The limitations of games, competition, athletic records, etc. Characteristics of a day's work in physical training. Physical work for boys. Summer camps for boys. The philosophy, place, and limitations of medical gymnastics.

(10) *Organization of the Physical Department.* (Dr. McCurdy, third term, five hours per week for six weeks.) During the spring term the following subjects will be considered:—

The Gymnasium. Construction; equipment; organization; advertising teams, newspapers, prospectus, etc.; gymnastic pedagogy.

The class studies the construction of the gymnasium, locker rooms, bath rooms, bowling alleys; also the construction and management of athletic grounds.

Under equipment they will study the most approved methods of fitting up the gymnasium and grounds for physical exercise.

Under organization, the physical department committee and its relation to the board of directors; sub-committees; leaders' corps; athletic committee; outing and Bible study committees.

Advertising the physical department.

Practice

(Dr. McCurdy, three terms, two hours per day.) The Senior work includes normal practice, gymnastic theory and construction in advanced gymnastics.

(1) *Normal Practice.* Normal practice consists in leading mass classes,

in the outlining of exercises for different groups of people—boys, young men and business men, and in the managing of the School's public exercises, sports and games. The Wednesday evening public normal practice has an attendance of one to three hundred visitors. The direction of the entire physical practice for the evening devolves upon some member of the class. On the following day the program of the preceding day is reviewed, criticism is given of the matter presented and on the method of presentation, and the pedagogical errors of a technical nature are shown the pupil teacher.

(2) *Gymnastic Theory.* Text books: Ehler, Gymnastic Nomenclature; Fish, Calisthenic Nomenclature; Cornell, Gymnastic Marching. This section will include a study of gymnastic nomenclature with practical demonstration by the class. The construction of series of exercises for different groups of individuals will receive attention. The order of development of the exercises for the individual lesson is studied in its physiological and pedagogical aspects. From the abundance of physical exercises the teacher must be trained to select those which are scientifically correct, and in addition those having intrinsic interest in themselves.

The lectures and recitations in gymnastic pedagogy will discuss the common faults in teachers, the best class formations, the essentials to be considered in the selection of "leaders."

(3) *Physical Practice.*

(a) *Field.* Students are taught hurdling (120 and 200 yards), walking, foot ball (team practice, coaching), and field hockey (team practice, coaching).

(b) *Gymnasium.* Instruction is given in such wrestling, sparring, and fencing exercises as are adapted to class work. Elementary tumbling is taught. Advanced exercises on the heavy apparatus are given.

(c) *Aquatics.* Rowing in single and double gigs, also in four-oared working boats, is taught.

Students are expected to attend each year two conventions: one of the Young Men's Christian Association, and the other of the American Association for the Advancement of Physical Education.

3. Courses for Directors of Boys' Work

For some years the faculty of the School has been giving an increasing amount of attention to studying the problem of boys' work. Frequent articles have been published on the social and religious life of boys and on methods of helping them. So much interest has been manifested in this form of work that the subjects which are taught at the institution bearing upon work for boys are here grouped together into a separate course. They form an excellent course for preparation for the boys' secretaryship. Many of the leaders in this work are among the School's recent alumni. The library is equipped with the most up-to-date discussions of work for boys. Students preparing for boys' work will be expected to write a thesis

and make original investigations upon some theme related to this subject. The special courses bearing upon boys' work are as follows:*

(1) Boy Physiology and Psychology. Dr. Seerley.
(2) Physiology of Exercise for Boys. Dr. McCurdy.
(3) The Social Life of the Boy. Mr. Burr.
(4) General Outline of Work for Boys (Lectures).
(5) Physical Work for Boys. Dr. McCurdy.
(6) Growth and Development of Boys. Dr. Hastings.
(7) Apparatus for Physical Work for Boys. Dr. McCurdy.
(8) Practical Work for Boys.
(9) Nature Study.

(1) *Boy Physiology and Psychology.* (Dr. Seerley.) This subject is taught in connection with the general course in psychology, and can be found in detail on pages 34 and 39. It will be seen that attention is given under genetic psychology to the study of the laws of mental development as they appear in the boy and young man. The study of the human instincts receives careful attention. In this connection the subject of personal purity from the psychological standpoint is presented, also the influence of heredity, degeneracy, and other important subjects.

The course in physiology, which is described in detail on page 39, considers the laws of growth, and the conditions of the body at different stages of its development.

(2) *Physiology of Exercise for Boys.* (Dr. McCurdy.) Instruction is given on the effect of different types of exercise on the physique of the growing boy. The heart rate, pulse characteristics, and blood pressure are carefully studied The respiration is carefully treated in its relations to the different types of exercise. Various fatigue problems are considered in their relation to the growth and exercise of the boy. (See page 51.)

(3) *The Social Life of the Boy.* (Mr. Burr.)
(a) The social nature of the boy.
(b) The social organizations of boys. Gangs, teams, clubs, etc.
(c) Periods in the development of the social life of boys.

The hunting period: the time of the bow and arrow and Indian play. The agricultural and pastoral period: time of especial interest in care of plants and animals. The constructive period: the time when the passion to make something shows itself. The competitive game stage: the time when individuals play in groups, but without team play. The coöperative period: the time for the team play games—foot ball, base ball, hockey, etc. The altruistic period: the time when egoism is modified by altruism. Adolescence.

(d) Practical suggestions as to the types of organization best fitted for boys in these various stages.

(4) *Methods.* There is being a rapid development in methods of work among boys. In order that students in this course, and all students pre-

*Secretaries specializing for boys' work will take up 1, 3, 4, 5, 7, and 8; physical directors specializing for boys' work, 1, 2, 4, 5, 7, and 8.

paring for the secretaryship may have the latest conception of the best methods, arrangements have been made with a group of leaders in work among boys to give lectures upon the most successful methods of work. The School stands for the same ideal in boys' work as in work for men—that the work of the Association is to advance the kingdom of God, and that all the work must be carried on from the point of view of winning boys and young men to accept Christ. Special attention will be given to methods of helping boys in Christian living, in Bible study and in Christian work.

(5) *Physical Work for Boys.* (Dr. McCurdy.) The course consists of instruction in the types of exercise best fitted for boys, and of normal practice in leading in gymnastics and sports for boys. The mass class work includes marching, free exercises, dumb-bells, clubs and bar bells. The work on the heavy apparatus includes only the hygienic work where momentary support is required. The course in indoor games includes team games like basket ball and hoop ball. Instruction is given in the various track and field sports, also in the different styles of swimming and diving. Splendid facilities are offered for ice sports on the lake adjoining the School, also on the School rink. Skating and ice sports are taught.

(6) *Growth and Development of Boys.* (Dr. Hastings.) An understanding of the physical boy is basal to the grasp of boy life as a whole. Correct discrimination and adaptation are the key to success in dealing with the problems of this formative period. Adaptation is conditioned upon a knowledge of the underlying laws of growth and development. These fundamental principles are to be studied along the following lines:

(a) *The Laws of Human Proportions,* including a survey of the best existing standards of growth and development, the discussion of periods of retardation and acceleration of growth and of the relative development of height, weight and other physical qualities.

(b) *Mathematical methods* employed in the construction of the anthropometric tables used to set forth these laws of growth and development.

(c) The use of such tables in the graphical presentation of the development of the individual and of his deviations from the norm of his age and height.

(d) The study of variable causes—heredity, exercise and environment, which tend to produce divergence from typical development; heredity, as indicated by nationality and occupation of parents, and by diseases of near relatives; exercise (regular work or play); environment, provided by playgrounds (street, yard, woods, field, etc.,) and by the location and hygienic conditions of the home, and other environment as far as it affects growth and development. (Secured through personal history blanks and through physical examinations.)

(e) *Physical Characteristics*—physique, health, color, bodily defects, sense defects, motor ability, etc. (Secured through personal history blanks and through physical examinations.)

(f) *Physical Examinations,* including physical measurements and physi-

cal diagnosis. Especial attention will be given to the relative importance of measurements, their diagnostic and statistical value, the value of strength tests as an index of vitality, the selection of a limited group of measurements best adapted to boys' work, methods of taking special tests, —eyesight, hearing, motor ability, etc., and to practical demonstration in taking ordinary measurements accurately, with and without the removal of clothing.

(g) *Prescription of Exercise.* The adaptation of a system of exercise to the different periods of growth as well as special adaptation to the health, strength and peculiarities of the individual boy.

(h) *Vitality,* as indicated by various vital coefficients, as related to muscular development and as promoted by environment and habits of life. Relation to play.

(i) *The Physical Basis of Mentality and Mental Efficiency.*

(j) *The Physical Basis of Morality.* (See outline of full courses in anthropometry, physical measurements, physical diagnosis, prescription of exercise, and philosophy of exercise, page 53.)

(7) *Apparatus for Physical Work for Boys.* (Dr. McCurdy.) Lectures and discussion of the historical aspects of the subject from the point of view of preparatory schools, college settlements, boys' clubs, etc.; of the minimum, the most valuable apparatus and that especially adapted to boys; of the value of outdoor gymnasia and their construction; of the equipment of indoor gymnasia, athletic fields, bath and locker rooms, etc., for boys. (See outline of full course on the organization of a physical department, page 55.)

(8) *Practical Work for Boys.* A large number of the students are doing practical work for boys. Many of them have classes in the Sunday school which they hold together during the week days by outings, athletic and gymnastic games, and social gatherings. More than a hundred boys have been given athletic and gymnastic training on the School field by the students. Foot ball, hockey and social clubs have been formed among the boys of the neighborhood, and have proved successful in interesting and disciplining the boys, and also bringing them within the circle of Christian influences and affording opportunity for personal work. The influence of this practical work upon the students themselves is most encouraging. In addition to these opportunities for doing work for boys, the students are fortunate in being able to study an unusually successful work for boys in the local Association, and also the work of the Springfield Boys' Club for working boys.

(9) *Nature Study.* A number of the members of the club have gathered about them groups of boys whom they are trying to interest in the study of nature. Experience shows that such outdoor activity and study of living things is not merely good for body, mind and spirit, but is also in line with the natural interests and enthusiasms of the boy, and what is of supreme importance to us as Christians, to come nearer to the heart of Nature is to come nearer to the heart of God.

General Information

Requirements for Admission

(1) The School is open only to Christian young men, over eighteen years of age, who *have already shown ability* in the direction of the work for which they wish to prepare. Each applicant must be a member in good standing of an evangelical church, and, if admitted, bring a certificate to this effect, and unite and work with some church of his choice in this city within the first term after his admission.

(2) No entrance examinations are conducted. The only educational requirement is the ability to carry the work of the School. Graduates of approved high schools and preparatory schools are admitted on certificate. College and technical school graduates will be given credit for work done and be admitted to advanced standing. Men without certificates will be carefully tested as to their capacity to carry the work of the School during their first term. Those who are unable to carry the work will be dismissed from the regular course. Men of exceptional leadership and ability, but deficient in general preparation, may continue as special students in those courses for which they are fitted.

(3) All students upon entering must pass a physical examination. Candidates for the physical course should do this before coming.

(4) Business experience is considered very desirable for men entering the secretarial course.

(5) Admission should be applied for at least two weeks before the opening of the school year (September 21, 1904), and students are expected to be present at the opening exercises.

(6) If at any time a student shows a lack of the prerequisites for success, he will be dismissed.

(7) No one will be enrolled as a student unless he is taking two full courses. Persons desiring less work may be admitted as visitors, but cannot be rated as students.

Estimate of Expenses for the School Year

The following table is based upon the experience of the past five years:

Table board,	$100 00	to	$125 00
Furnished room with light and heat,	50 00		50 00
Tuition,	75 00		75 00
*Gymnasium suits,	15 00	to	40 00

* Students are advised not to purchase gymnasium or athletic suits before coming to the School, as the School has regulation colors and suits, which all are expected to wear.

Washing,	$ 12 00	to	$ 20 00
Text and note books,	12 00	"	30 00
Laboratory supplies,	6 00	"	8 00
Conventions,	15 00	"	18 00
Membership in local Association,	2 00	"	10 00
Subscription to "Men,"	50		50
	$287 50		$376 50
Diploma (Senior year),	3 00		3 00
Senior trip,	15 00		15 00

Tuition is payable *promptly* on the last Monday in September and January, one-half at each payment; room rent on last Monday in each month. No reduction of rent will be made to a student who engages a room and fails to appear at the specified time, nor to one who vacates his room less than a month before the close of the School. Rent stops only when the room is vacated and the key delivered to the janitor. A deposit of fifty cents will be required for each key. It is suggested that each man bring exchange on New York or Boston, otherwise it may be necessary to pay discount.

Each student lodging in the dormitory will care for his own room, which must be kept scrupulously clean. *He will be expected to provide sheets, pillow slips, towels and soap.* Beds are all single, three feet in width; pillows, 18 x 25 inches. Rooms are liable to inspection.

Sets consisting of four sheets, two pillow slips, four large linen towels, and two large bath towels, all hemmed, can be furnished by the School for $4.00, if ordered in advance.

Recitations, Practice and Examinations

Each student is expected to have at least three forty-five minute classroom exercises each day during five days of the week; also at least two hours' daily practice, according to the year and department, in gymnastics, athletics, laboratory work, or practical work in the Young Men's Christian Association.

Examinations, either oral or written, are made at the option of each instructor.

There is no school from Saturday noon until Monday noon.

A Junior or Middler shall be eligible for promotion only after passing satisfactorily in every branch prescribed for the year covered, and upon approval of the president.

A Senior will be recommended by the faculty to the trustees for graduation only after passing satisfactorily in every branch of the course, and after presenting a thesis. Two neatly typewritten copies of each thesis (an original and first carbon copy on good linen paper 8½ x 11 inches), after acceptance by the faculty, shall be bound in "regulation binding" and

filed with the librarian. It is desirable that each volume when bound shall not be less than half an inch in thickness, so as to be readily marked on the back. It is understood that the theses when produced are the property of the Training School, which shall have the right of publication.

Conditions imposed in any subject must be met during the following term.

All students are expected to be subscribers to "Association Men," and to be members in some Young Men's Christian Association in Springfield or vicinity.

Self-Support

Many of the students earn a large portion of the expenses of the course either during vacation or by securing work in the city on Saturday afternoons and at odd times. The School is unable to offer aid to students. A small loan fund, however, has enabled quite a number of students to complete their course. The income from the Foss Fund of $1,000 is also available for this purpose. A number find opportunity for work in connection with the buildings. Three to four are given teaching as assistants in the gymnasium, and a number secure positions in neighboring Associations. Candidates for admission who have insufficient means are invited to correspond with the president.

Student Organizations

The Student Association

The Student Association was organized October 17, 1896. Its aim is (1) to promote Christian fellowship among the students; (2) to provide opportunity for definite Christian work throughout the city and near-by towns; (3) to unify the student body.

The membership fee is two dollars per year. The president of the Association would be glad to correspond with the prospective students who may desire information of any kind.

Lee Literary Society

The society has passed its fourth mile stone. Since its organization, January 8, 1901, much benefit has come to the men who have been connected with it. Testimonies, to this effect, have come in from men who are now in their fields of labor. The object of the society is the giving of opportunity for improvement in debating, literary composition and skill in parliamentary practice. For the purpose of giving practice in presiding at meetings, the officers are elected three times a year. These inter-society debates have been a success, and have aroused much interest among the student body. The prize debate is a feature of the work of the society, the object being to give stimulus to the members. The society is especially fortunate in securing the service of Mr. H. M. Burr as critic.

Officers: R. P. Hamlin, '04, president; G. S. Maxwell, '05, vice president; W. L. Hawkes, '06, secretary-treasurer; S. Leroy Smith, '04, sergeant-at-arms.

McKinley Literary Society

This society has had a most successful career ever since its organization, October 8, 1901. Its aim is to train the members in the art of literary composition and debate, and offers excellent opportunity to gain a comprehensive knowledge of parliamentary law. The meetings which are held Monday evenings prove most helpful as well as pleasant gatherings. The time given to the work has certainly brought large returns in increased ability to speak clearly, concisely, and in a pleasing manner before an audience. The benefit derived from membership in this society is considered equivalent to that of any study in the curriculum. The efficiency and progress of the work of this society has been materially augmented by the kind and interested criticism offered by Dr. Ballantine at its regular meetings. The inter-society debates held within the last year have been the means of stimulating a greater interest in the art of public speaking, and have also brought the different literary societies into closer relation.

Officers: P. B. Samson, '04, president; D. W. Draper, '05, vice-president; C. V. P. Young, '04, secretary; E. A. Barrier, '04, treasurer; E. L. Moraller, '04, sergeant-at-arms.

The International Lyceum

The Lyceum recognizes the peculiar value to an Association worker of the ability to state his thoughts clearly and forcibly, and it has, since its organization in 1902, directed the most of its efforts toward developing in its members this ability. Essays on assigned subjects, magazine reviews, and parliamentary drill also hold an important place on its program. The officers of the society are elected every term in order that a large number may have practice in presiding at its meetings, which are held every week.

Officers: H. Moule, '04, president; R. D. Tucker, '06, vice-president; H. S. Smith, '06, secretary; J. T. Seller, '06, treasurer; F. D. Smith, '06, chaplain.

Inter-Society Debating Association

The Inter-Society Debating Association was organized during the fall term of 1903. Its purpose is to conduct debating contests between the various literary societies of the School and between the Training School and colleges.

Officers: W. W. Nigh, president; I. A. Laudenslager, secretary-treasurer.

Student Publication

"Nobody's Business," the weekly publication of the student body, is just completing its fifth volume. Current School topics and everyday events of student life are discussed on its pages. It is the social medium, as well as

the diary of School life, and affords opportunities for composition and reporting along the line of practical editorial work. The present editorial board consists of R. F. Seymour, '04, C. R. Foster, '05, and L. E. Day, '06.

Contributions

To maintain the School's work on its present plane of efficiency, a yearly income of $20,000, aside from tuition fees and room rentals, is required. Inquiries concerning the finances will receive prompt attention if addressed to L. L. Doggett, President, and remittances may be made payable to his order, or to H. H. Bowman, Treasurer.

The Training School has a partial endowment fund of $50,000, which has been contributed by friends of the institution during the past three years.

Bequest for Endowment

I give and bequeath to the International Young Men's Christian Association Training School, Springfield, Mass., the sum of
to be safely invested by them and called the
Fund. The interest of this fund to be applied to the use of the School.

Perpetual Loan Fund

For the purpose of founding a perpetual loan fund in the International Young Men's Christian Association Training School, Springfield, Mass., [or any of its departments, if so stated], I hereby give the sum of five thousand dollars—or its equivalent in good securities at cash value—to be safely invested by them, the income to be loaned toward the education of students who have already shown ability in the School.

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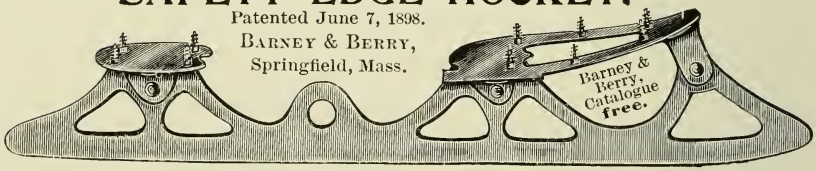

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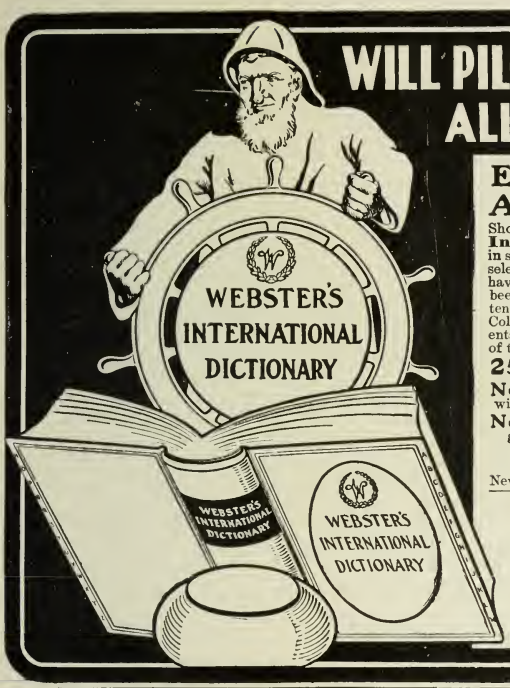

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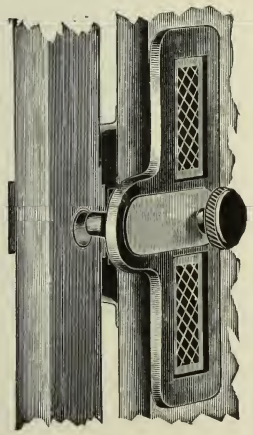

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